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Univ of North Carolina at Chapel Hill

**Application to the U.S. Department of Education
National Resource Center and
Foreign Language & Area Studies Fellowship Program
CFDA No. 84.015B**

**The Carolina Asia Center
The University of North Carolina at Chapel Hill
2014-2018**



**THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL**

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Acronym List

| | |
|-------|---|
| AP | Absolute Priority |
| ACTFL | American Council on the Teaching of Foreign Languages |
| CAC | The Carolina Asia Center |
| CPP | Competitive Preference Priority |
| CGI | Center for Global Initiatives |
| CIBER | Center for International Business Education and Research |
| DAS | Department of Asian Studies |
| DIR | Diplomat-in-Residence |
| FAFSA | Free Application for Federal Student Aid |
| FLAS | Foreign Language and Area Studies |
| GEC | Global Education Center |
| GLBL | Curriculum in Global Studies |
| IP | Invitational Priority |
| LAC | Languages Across the Curriculum |
| LCTL | Less Commonly Taught Languages |
| LRC | Language Resource Center |
| MEXT | Ministry of Education, Culture, Sports, Science and Technology, Japan |
| MSI | Minority Serving Institutions |
| NSF | National Science Foundation |
| NRC | National Resource Center |
| NUS | National University of Singapore |
| CFE | Center for Faculty Excellence |
| OPI | Oral Proficiency Interview |
| STEM | Science, Technology, Engineering, and Mathematics |
| TRLN | Triangle Research Library Network |
| UCS | University Career Services |
| UNC | University of North Carolina at Chapel Hill |
| WSSU | Winston-Salem State University |

Abstract

The Carolina Asia Center (CAC), the flagship Asia center of the University of North Carolina at Chapel Hill (UNC), seeks designation as a Title VI Comprehensive National Resource Center for Asia. UNC is well positioned to house **the first Pan-Asia NRC in the southeastern United States**. Just a decade after the founding of both the CAC and the Department of Asian Studies, the university now boasts the largest enrollments in Asian languages in the southeast; the largest Asian library collection in the southeast; the largest collection of Asian art in the southeast; and the most impactful Asia-related outreach program in the southeast. With 313 Asia-related courses in language, social sciences, humanities, and almost every professional school, taught by 117 faculty, Asia benefits from being a world region identified by UNC for continued growth and support. This proposal articulates the CAC's plan to build on this investment with the twin goals of making UNC a national leader in Asian Studies and stimulating the entire southeastern region in its production of Asia experts and its engagement with global issues.

The CAC proposes six broad categories of activities that will guide our growth over the next four years: Activity 1: **Strengthen Asian Languages and Area Studies**; Activity 2: **Collaboration with Minority Serving Institutions (MSIs)**; Activity 3: **Collaboration with the UNC School of Education**; Activity 4: **Outreach to K-12 Schools and Community Colleges**; Activity 5: **Outreach to Media, Business, Government, and the General Public**; and Activity 6: **Opening Access to Global Opportunities**. These effectively unite all aspects of our programming in **measurable goals** that will be **evaluated** in a comprehensive manner.

- Carefully aligned with the **Department of Education's 2012-16 International Strategic Plan**, the CAC presents a proposal to leverage Title VI funds to **achieve greater global competencies for more students and teachers**. The CAC places **Opening Access** at the center of virtually all projects and initiatives in this proposal. Opening Access will occur in a well-developed, measurable, collaborative plan that includes more than 12 different units, improving the access of underrepresented students, including pre-service teachers, to develop expertise on Asia.

- **Collaborations** that have been developed from the expressed needs of stakeholders include **one of NC's most promising HBCUs** and system-wide engagement with NC's **Community Colleges and Schools of Education**. These collaborations will broaden our capacity to share and to develop expertise at and beyond our institution, and develop our **Opening Access** philosophy and goals.

- **Asian Languages and Area Studies** will be enhanced and expanded with **course development** and **professional development** grants, new **course materials** and the recruitment and training of **diverse and highly qualified FLAS** fellows.

- **Outreach** programs will address the needs of diverse teachers, students, and other constituencies, developing K-12, Community Colleges, MSI, business, government, and public knowledge of **regional and global issues** in Asia.

CRITERION 1: COMMITMENT TO ASIAN STUDIES

1.A. Commitment to Asian Studies: UNC is well known as the first state university in the nation, admitting students in 1795, and today is one of the top research universities in the country, the 5th “Best Public University” according to U.S. News & World Report (2014). It is particularly well known for its commitment to offering an accessible education, “1st among the 100 best U.S. public colleges and universities that offers students high-quality academics at an affordable price” according to Kiplingers (2014) and 1st of the “Best Value Colleges” according to the Princeton Review (2012). This excellence comes from our undergraduate and graduate programs as well as our commitment to equity and opening access. According to a 2011 issue of *Diverse: Issues in Higher Education* magazine, Carolina ranks 2nd for graduating Asian-American students majoring in area, ethnic, cultural, gender and group studies, 8th for graduating all minorities in those same major areas, 8th for graduating Asian-Americans in the physical sciences, 9th for graduating Asian Americans majoring in health and medical administrative services, and 10th for graduating Asian Americans majoring in area, ethnic, cultural, gender and group studies.

UNC has successfully received and implemented Title VI funding in previous grant cycles—most recently with 5 NRCs, 1 LRC, and 1 CIBER—as well as support from major foundations such as the Rotary International, the Ford Foundation, the Fogarty Foundation, and the Andrew W. Mellon Foundation. These partnerships put the university in an extremely strong position to continue to grow its international educational activities, its outreach to the local, state, and national communities, and its training of leaders with expertise in Asian Studies. Although the Carolina Asia Center (CAC) was established in 2002, Asian Studies has a long tradition of excellence at UNC. With funding from the Freeman Foundation, the Korea Foundation, the

Mellon Foundation, and the Japan Foundation, Asian Studies has grown enormously over the past decade, which puts us in an ideal position to further improve our program through the establishment of the first Pan-Asia NRC in the southeastern United States.

1.A.a. Operation of Center/Program: The university supports the CAC by providing 5 offices, office equipment, and supplies in the FedEx Global Education Center (GEC). Our location in the GEC grants access to meeting rooms, classrooms, the 250-seat Nelson Mandela Auditorium, conference space and catering kitchens, all with state-of-the-art technology. The GEC also brings collaboration across all international units, as the building is home to the area studies centers/NRCs, the Office of Study Abroad, the International Students and Scholars programs, the Curriculum in Global Studies, and the

Global Research Institute, a center for scholarly research on key international questions. UNC also supports the CAC with a full faculty salary, a research stipend, and a 2-course release for the Director; a salary for the administrative duties of the Associate Director; and a Business Manager and Administrative Assistant shared with 2 other NRC centers. The CAC also hosts the Phillips Ambassadors Program, with a full-time Program Manager and annual budget of \$200,000.

| TABLE 1.1 Minimum Institutional Financial Support for Asian Studies Annually | |
|--|---------------------|
| Salaries and Fringe Benefits | |
| Language and Literature Instruction | \$1,350,643 |
| Area Studies Instruction* | \$7,191,038 |
| Outreach Programs | \$418,229 |
| Administrative Staff | \$285,441 |
| Library Staff | \$470,201 |
| Student Support | |
| Student Support (Tuition Waivers, (\$9,689 in-state/ \$25,778 out-of-state) | \$1,144,867 |
| Study Abroad in Asia Fellowships (Phillips Ambassadors, Southeast Asia Summer Program and Weir Fellowships) | \$485,576 |
| Student Research/Travel (In Addition to the Study Abroad in Asia Fellowships) | \$399,000 |
| Other Expenditures | |
| Library Acquisitions/Travel | \$456,614 |
| Faculty Research/Travel ⁺ | \$79,030 |
| Staff & Director Travel | \$9,000 |
| Events, Conferences | \$25,100 |
| Outreach Activities | \$160,000 |
| Total | \$12,474,738 |
| Data does not include tuition and stipend provided for FLAS Fellowships | |
| *Faculty salary=% time devoted to Asia x salary | |
| +Faculty travel= % of time devoted to Asia at \$1000 for Sr. Leecs, Asst, Assoc and full Profs, and \$750 for Leecs, \$2000 for dept chairs. | |

1.A.b. Teaching staff for subject area: UNC supports the salaries of 74 core, 21 associated, and 22 affiliated Asianist faculty. Previous grants from the Japan Foundation, the Korea Foundation, and the Freeman Foundation provided seed funds for 3 tenure-track positions. *Since 2009, 20 new tenure-track Asianists* have joined our faculty (see list in Appendix 2). Asianist faculty receive travel funds for conferences and research and study leave (sabbaticals) from their departments, from the College of Arts and Sciences, as well as from the Triangle Center for Japanese Studies, the Institute for Arts and Humanities, and the CAC. 14 internal grant programs provide ample opportunities for professional development.

1.A.c. Library resources: UNC provides support for 3 full-time and 7 part-time library staff who focus on the Asian-language collection, including specialists in Chinese, Japanese, South East and South Asian materials. In addition, 13 full-time library staff spend up to half of their time working with Asian materials. Overall, the library spends over \$400,000 on Asian materials and resources. Our library has the largest Asian-language holdings in the southeastern U.S., and is a leader in collecting new materials in Chinese in particular.

1.A.d. Linkages with institutions abroad: UNC has stronger linkages with institutions in Asia than in any other part of the world. We have active partnerships with 51 universities throughout Asia including 38 in East Asia, 6 in South Asia, and 7 in Southeast Asia. The highest tier of UNC's international relationship, the strategic partnership, involves opportunities for joint research and teaching projects, shared grants, short and long-term faculty visits, cosponsored conferences, undergraduate and graduate student exchange, and institutional collaboration. Of 6 university-wide strategic partnerships, 3 are in Asia. Our partnership with the National University of Singapore, for example, allows for joint degrees in 6 fields, joint research projects, a fully-funded summer program for rising UNC sophomores, and other forms of engagement.

Similar linkages exist at Peking University and Tsinghua University.

1.A.e. Outreach Activities: The CAC currently enjoys a significant audience outside the university. NRC funding would allow us to refine and multiply our outreach activities to create a larger impact. UNC's flagship outreach organization World View offers programs related to Asia with significant involvement by UNC faculty and centers. In the spring of 2014, 4 of the 5 faculty who taught the East Asia seminar for teachers from across the state were UNC faculty. The CAC has also worked with the Ackland Art Museum on exhibitions and public programs related to Asia, including the 2012 "Season of Japan" and 2013 "Sahmat Collective" exhibitions and events. The CAC also collaborates with the Global Business Center (CIBER) in offering business language and etiquette training for Asia, a program we will expand with NRC funding.

1.A.f. Qualified students in Asia-related fields: Substantial financial support is provided to high-quality undergraduate and graduate students pursuing fields related to Asia through more than 1000 scholarships, research grants, travel stipends, internships, and fellowships. 59% of all undergraduates receive financial aid at an average value per student of \$12,460 in AY 2011-12. One of UNC's scholarship programs for undergraduates is the prestigious Morehead-Cain Scholarship, awarded to the most competitive students in the U.S., Canada, and the U.K.; a great many of these students are STEM majors who pursue fully-funded internships and service projects in Asia; likewise, UNC's Covenant Scholarship offers extensive support to financially disadvantaged students with the promise of zero debt after graduation.

1.B. Students in Asian Studies (FLAS): Undergraduates studying FLAS-eligible Asian languages regularly receive scholarship assistance to study at UNC and abroad. \$2,257,000 was awarded in study abroad scholarships and program support from the College of Arts and Sciences and the Kenan-Flagler Business School (2010-2012); in addition, the Phillips

Ambassadors Program, offered by the CAC, funds approximately 28 students to study abroad in Asia each year. The Southeast Asia Summer Program, offered by the Office of Study Abroad, funds rising sophomores to study at the National University of Singapore in the summer after their first year. Graduate students are eligible for several hundred scholarships, fellowships, and research stipends, including predissertation grants offered by the CAC; in addition, more than 15 graduate students/year in Health Affairs receive funds to engage in research and internships in countries such as China, South Korea, India, and Vietnam. The Graduate School provides over \$43 million dollars annually to support graduate students from admission to graduation, including fellowships to conduct research off-campus and to focus on dissertation completion, as well as an array of professional development and other opportunities to enhance graduate student success. Finally, it provides financial support to “top up” tuition/fees for all FLAS Fellows (in match with the institutional FLAS grant), which last year totaled \$116,040.

CRITERION 2: QUALITY OF CURRICULUM DESIGN

2.A.a. Incorporation of Asian Studies into Undergraduate Degree Programs: Currently there are 144 students majoring and 219 students minoring in Asian Studies, for a total of 363. UNC offers several degree options for students seeking undergraduate Asian Studies training.

Established in 2002, the Department of Asian Studies (DAS) offers 5 major concentrations, 7 minors, and instruction in 8 Asian and Middle Eastern languages. Students pursuing the B.A. degree in DAS can complete the interdisciplinary major in Asian Studies, or concentrate in Arab Cultures, Chinese, Japanese, or South Asian Studies. In addition to the interdisciplinary minor in Asian Studies, there are language-focused minors in Arabic, Chinese, Hindi-Urdu, Japanese, and Korean. Persian is also offered, and can be taken to complete the general language requirement, or as the required Asian language to accompany the interdisciplinary major in Asian Studies. A

second option is to major in Global Studies (GLBL) with a concentration on Asia and a choice of thematic focus, and at present there are 77 GLBL majors with an Asia concentration.

Anthropology, Art, Business, Economics, Environmental Studies, Geography, Global Studies, History, Political Science, Public Health, Religious Studies, Sociology and Women's and Gender Studies courses containing 25-100% Asian Studies content are also available (Appendix 3).

2.A.b. Requirements: Requirements in DAS and GLBL are appropriate and result in high-quality training. Asian Studies' Interdisciplinary major requires a gateway course, 1 course from within the department and 2 from other departments, 2 courses each from 2 different regions within Asia, and an Asian language through the intermediate level. In contrast, the Asian Studies majors that focus on a region or language (Arab Cultures, Chinese, Japanese, or South Asian Studies) have much more intensive language requirements. Both Chinese and Japanese, for example, require 10 semesters of language, meaning that either study abroad or doubling up advanced courses in the 4th year is a necessity. GLBL majors with an Asia emphasis must take a total of 10 courses: a gateway core course and 9 elective courses, 3 of which must be substantially grounded in Asia. GLBL majors are required to complete 6 semesters of a foreign language related to their regional focus and over 80% study abroad.

2.A.c. Programs for graduate students: UNC provides training options for graduate students from a wide variety of disciplines and professional fields. Currently more than 130 graduate students are pursuing Ph.D. and M.A. degrees with a focus on Asia in numerous nationally-ranked masters, doctorate, and professional programs in Anthropology, Art, Communications, Comparative Literature, Ecology, Geography, History, Religious Studies, and Romance Languages; and in the professional schools of Business, Education, Journalism, and Public Health. (See courses listed in Appendix 3.) UNC supports substantial Asia-focused faculty who

supervise dissertations and theses (Appendix 2), and the graduate and professional schools offer a diverse selection of high-quality training options related to Asia. The Business School offers numerous graduate programs connected to business and economic development in Asia, including the Global Business Consulting Projects (China, India), the WORKING Languages program (Chinese), and a range of cross-cultural training programs. The Global Supply Chain Management Program is focused entirely on China, and as a recipient of an Obama-Singh Grant, the Business School partners with institutions and scholars in India to advance graduate education and research in business focusing on the issue of sustainability. The School of Global Public Health offers a graduate certificate in Global Health through which students in Public Health can develop a specialization in Asia. The history department offers graduate programs in Asian History and also in global history with a focus on global-Asian interactions. Lastly, Global Studies and the School of Education recently implemented new M.A. programs that allow for significant training in Asian Studies.

2.A.d. Graduate training: UNC's graduate training and requirements are appropriate and result in high-quality programs that include Asian content. More than 20 degree programs appear prominently in the 2012 U.S. News & World Report's "America's Best Graduate Schools" issue. Highlights included: School of Information and Library Studies, tied for 1st; School of Medicine, 2nd overall for primary care; School of Global Public Health, 2nd; School of Social Work, tied for 8th; School of Government, tied for 14th; Kenan-Flagler Business School, 19th; English, 16th; History, tied for 12th; Political Science, tied for 13th; Psychology, tied for 13th; Sociology, tied for 5th. These programs successfully and sustainably train graduate students: UNC ranks 28th in the total number of doctoral degrees awarded (440 total degrees in 2009), as reported by the NSF, including our ranking of 17th in doctorates awarded in the humanities, 2009 (66

degrees). Many graduate students in these programs study Asian languages, win FLAS awards, and teach and research Asia-related topics.

2.A.e. FLAS: UNC provides high-quality training in a range of disciplines and professional fields, which allows diverse students to take advantage of the opportunity to pursue Asian language training with FLAS support. The Asian LCTLs offered at UNC provide ample opportunities for advanced language study in this region of great national need, which can be seen in our deep enrollments. The CAC has partnered with the Center for Global Initiatives (CGI, UNC's global NRC) to run a preliminary FLAS competition for AY 2014-2015, and the 17 short-listed undergraduates and graduate students illustrate the variety of training options available. The home departments of these students who will receive FLAS awards (contingent on the CAC receiving Title VI funding) include: Asian Studies, Biology, Global Studies, Information and Library Science, Law, Linguistics, Peace/War and Defense, Political Science, Public Health, Religious Studies, Social Work, and Statistics. Previous winners of Asian language FLAS awards (distributed through the CGI in previous grant cycles) have gone on to work in government, non-profit, academic and private sectors.

2.B.a. Academic and career advising: All UNC undergraduates spend their first 2 years within the General College to help them prepare for selecting a major. The advising structure consists of 61 assistant deans, full-time advisors, part-time faculty advisors, and peer advisors divided into discipline-specific teams. Each student has access to an online record of his/her completed classes, remaining requirements, and options for fulfilling requirements. After declaring a major, students are advised by faculty within the appropriate discipline, as well as by advising teams in the Arts and Sciences Advising Office. The effectiveness of this advising is indicated by the fact that more than 76% of UNC students graduate within 4 years, compared to an average of one-

third in the nation as a whole. The DAS benefits from low student-faculty ratios, and mandatory in-house advising results in close relationships between faculty and majors and minors. The CAC staff is active in the UNC advising system; Director Morgan Pitelka advises the Japan emphasis within the Asian Studies major and has previously advised the Asian Interdisciplinary emphasis. Both Pitelka and Associate Director Thupten Norbu also advise various Asia-related student organizations on campus, including the Carolina China Network, Sangam, and the Japan Club. Asian Studies majors can take advantage of extensive career counseling and assistance provided by University Career Services (UCS), which also provides resource libraries, workshops, testing, on-campus recruiting fairs, internship programs, and online job search resources. Because of UNC's significant international programming, UCS regularly brings public and private sector recruiters to campus, and hosts 2 International Career Day events and a Peace Corps career night annually, and there are UNC social networking sites devoted to promoting government service and non-profit careers. In addition, CAC staff and faculty advise students seeking funding for their research, assist with proposal writing, compile job and internship sources, advise students preparing application letters, and provide references. Graduate students are advised by the Asia focused faculty in their home schools and departments.

2.B.b. Study Abroad: More than 35% of UNC students (1300/year average) engage in over 300 UNC and non-UNC study abroad opportunities in more than 70 countries, supported by a professional Study Abroad Staff of 15 who assist students in finding UNC and non-UNC study abroad programs; in fact, 23 exchange programs and 33 third-party programs are approved for UNC students to study in Asia. An average of 175 students study in Asia each year, in countries such as China, Singapore, Japan, Thailand, Hong Kong, Taiwan, India, South Korea, Vietnam, Indonesia, and Nepal. UNC offers its own study abroad programs in Singapore, Beijing,

Thailand, India, and Japan. Our innovative programs include a joint degree program with NUS as well as full-time research opportunities with the NUS Summer Lab Exchange, Carolina Southeast Asia Summer Program for 25 first-year students, credit-bearing service-learning opportunities in Vietnam, an entrepreneurship summer program at Peking University that includes an internship at a startup in Beijing, an intensive Japanese program in Tokyo, an exchange program at Fudan University in Shanghai, and a UNC Institute for the Environment field site in Bangkok. Between 2010-2012, 58 fully funded Morehead-Cain Scholars traveled to Asia to perform service, intern, or research in China, India, Nepal, Thailand, Bangladesh, Indonesia, Japan, Malaysia, Cambodia, Nepal, or Laos. Graduate students regularly receive UNC funds to conduct research in Asia and 22 UNC students have received Fulbright awards to study in Asia since 2010, more than for any other region in the world.

| TABLE 2.1. AY 2012-2013 Study Abroad Participation | |
|--|------------|
| Country | Student |
| China | 47 |
| Hong Kong | 17 |
| India | 14 |
| Indonesia | 1 |
| Japan | 6 |
| Korea | 14 |
| Singapore | 44 |
| Taiwan | 4 |
| Thailand | 28 |
| Vietnam | 2 |
| Total | 177 |

2.B.c. Access to Study Abroad Options: UNC provides a full range of study abroad and summer language options on campus, at UNC programs in Asia, through 23 exchange programs with partner institutions in Asia, and at 33 approved programs run by other institutions. Study abroad staff individually advise students year long, and work with faculty to assist students with credit transfer from other institutions' study abroad/summer language programs. FLAS coordinators help find reputable and suitable language training institutes in other countries.

CRITERION 3: QUALITY OF NON-LANGUAGE INSTRUCTION PROGRAM

3.A.a. Scope of Asian Studies Courses Offered: UNC offers a wide range of high-quality courses at different levels in disciplines relevant to the training of specialists in Asian Studies.

Over 250 non-language courses are taught on a regular basis (see Appendix 3). During AY 2012-2013, 21 departments in Arts and Sciences taught over 190 non-language courses with a minimum of 25% Asia content, often in multiple sections to keep class size small. Offerings are particularly strong in DAS, Anthropology, Geography, and History, on all regions of Asia. 1,258 graduate and professional school students and 12,142 undergraduate students enrolled in Asian Studies courses during AY 2012-2013.

3.A.b. Professional schools: Significant Asia content is also taught in courses in professional schools such as Global Public Health, Business, Social Work, and Education. Over 100 regularly-offered courses are available to graduate and professional school students pursuing interests in Asia. Please see Appendix 2 and Appendix 3 for details of faculty and courses.

3.B. Depth of Specialized Course Coverage: All core disciplines within Asian Studies offer comprehensive introductory courses that analyze Asia from the perspective of a specific issue or topic (see Appendix 2). Several Asian Studies faculty members offer seminars through UNC's First Year Seminar Program (numbered below 100 in Appendix 3), which brings students into close contact with faculty and research. In recent years, these include "Philosophy on Bamboo: Early Chinese Thought" (ASIA 065) by Uffe Bergeton, "India Through the Lens of Master Filmmakers" (ASIA 61) by Pamela Lothspeich, and "Vietnam" (GEOG 64) by Christian Lentz.

At the advanced level, over 125 specialized courses in various disciplines are open to graduate students and advanced undergraduates (see courses numbered above 400-900 in Appendix 3). Through DAS, in-depth coverage of China, Japan, Korea, South Asia, and Southeast Asia is provided. Chinese, Japanese, Korean, Hindi-Urdu, and Arabic language and literature are taught at advanced levels and in Freshman Seminars, while Persian is offered through the intermediate level. 2 areas of specialized courses are worth noting. First, UNC's

recently developed “Global Cinema” program includes numerous faculty who specialize in Asian film and offer courses in this area, such as “Bollywood Cinema” (ASIA 231), “The Feast in Film, Fiction, and Philosophy” (ASIA/CMPL 255), “Nation, Film, and Novel in Modern India (ASIA 262), “Cowboys, Samurai, and Rebels in Film and Fiction” (ASIA/CMPL 379) and “History as Fiction or Fiction as History? Early Chinese History in Film and Literature” (CHIN 346). Second, UNC offers a range of courses related to urbanization in Asia, including “Cities and Villages of South Asia” (ASIA 232), “The City in Modern Chinese Literature and Film” (CHIN 464), “Post-Mao Urban Culture and Arts” (ASIA 562), and various courses in the Department of City and Urban Planning’s Chinese Cities Program, including “Land Use and Environmental Planning” (PLAN 741).

3.C. Extent of interdisciplinary offerings: The principle undergraduate degree programs related to Asia—the Asian Studies major and the Global Studies major with an Asia concentration—are interdisciplinary (see also Cr. 2A). Both programs employ faculty from diverse departments and disciplines to teach courses on a wide range of topics using a variety of disciplinary approaches. At least 25 courses with significant Asian content (25-100%) are cross-listed (see Appendix 3), and nearly all courses taught in DAS are interdisciplinary. In addition, faculty in disciplinary departments often teach interdisciplinary courses with broad appeal. Jocelyn Chua and Amanda Thompson in the Anthropology department, for example, teach courses in medical anthropology with significant Asian content that are also of interest to Global Public Health students. As stated in 3.A. above, graduate students across the university and professional schools can, and do, take these interdisciplinary courses. Interdisciplinary coursework is also available to UNC students through the LAC program using Korean or Arabic for reading and discussion in several disciplines (see also Cr. 4).

3.D.a. Non-Language Faculty: The current faculty affiliated with the Carolina Asia Center is sufficient to cover the wide range of courses offered, and available to teach these courses regularly. Of the 117 core, associated, and affiliated non-language faculty members in Asian Studies at UNC (see Cr. 6A and Appendix 2), 95 are principally Asianists, while 22 devote significant time (25+%) to teaching/researching on Asia. The CAC provides Jimmy and Judy Cox Asia Initiative Fund grants for travel to Asia to attend conferences, collect materials, and engage in research to improve the content of Asia-related courses. Appendix 2 indicates the number of instructors employed to teach Asian Studies courses in the different departments. In policy and in practice, with few exceptions our courses are taught by permanent faculty.

3.D.b. Pedagogical training for instructional assistants: UNC employs graduate TAs to help faculty teach large course sections, and they receive pedagogical training to ensure high-quality instruction. These TAs must meet university-wide standards, and each department provides resources and support for their TAs through individual faculty mentors, teacher-training workshops, and/or pedagogy courses. Pedagogy is also supported by the Center for Faculty Excellence (CFE), whose 9 staff conduct approximately 120 workshops for instructors on campus annually. During the AY 2012-2013, at least 1500 participants attended CFE's open enrollment pedagogy workshops. CFE also maintains a network of departmental faculty TA coordinators and liaisons to facilitate communication on pedagogical issues, and it houses a Teaching Resource Lab for designing and creating multimedia instructional materials. Our LAC program provides unique training opportunities for graduate students: an annual workshop series, a 3-credit pedagogy course (GLBL 789: *Teaching LAC*), and a *Graduate Certificate in LAC Instruction*, the only LAC training program in the nation.

CRITERION 4: LANGUAGE

4.A.a. Instruction in Asian Languages: UNC is the leader in offering Asian languages in the southeastern U.S., and at the national forefront in terms of language pedagogy, LAC, and language immersion through study abroad. The university has focused on providing deep instruction in a handful of core Asian languages rather than thin instruction in as many languages as possible, and has successfully created a high-quality educational experience for students and a sustainable and manageable curriculum. The university offers regular language instruction in 6 Asian languages, all of which are designated priority languages by DoED: Arabic, Chinese, Hindi-Urdu, Japanese, Korean, and Persian. All are enriched by related courses in English on culture, society, and literature. We also plan to begin offering Southeast Asian languages (Thai, Vietnamese, or Bahasa) on a limited basis to build student demand and institutionalize one or more of these languages in the next grant cycle. These offerings are buttressed by language-learning opportunities in the summer (such as Chinese and Japanese summer school at UNC) as well as extensive study abroad programs.

4.A.b. Enrollment in Asian Languages: Students enroll in Asian languages at UNC in large numbers, as indicated in Table 4.1. Our

| Table 4.1 Language Instruction Offerings 2012-13 | | | | | |
|--|--------|--------|--------|---------|--------------------|
| Asian Language | Majors | Minors | Levels | Courses | Enrollment 2012-13 |
| Arabic | 14 | 50 | 4 | 10 | 356 |
| Chinese | 63 | 76 | 5 | 16 | 609 |
| Hindi-Urdu | 9 | 17 | 3 | 9 | 229 |
| Japanese | 36 | 24 | 5 | 10 | 370 |
| Korean | N/A | 19 | 3 | 6 | 174 |
| Persian | N/A | N/A | 2 | 4 | 39 |
| Total Enrollment | | | | | 1777 |

total Asian language student enrollment number of 1777 for AY 2012-2013 is the highest in the southeastern U.S. In addition, according to the Modern Language Association's Language Enrollment Database, UNC has the strongest language enrollments in the state of North Carolina in Chinese, Korean, Hindi-Urdu, and Persian, and the highest enrollments in Chinese in the entire southeastern U.S.

4.B.a. Levels of Asian Languages: In Chinese and Japanese, our largest programs, we offer a major, minor, and the equivalent of 5 years' of language instruction, with advanced content-based language courses on topics such as Business Communication in Chinese, Chinese-English Translation and Interpreting, Modern Chinese Society, Food and Culture in Japan, Japanese Sports, and Japanese Modernism. Programs in Arabic and Hindi-Urdu also offer a major and minor; we offer 4 years of Arabic language instruction from elementary through advanced readings and 3 years' instruction in Hindi-Urdu, including our innovative approach to teaching both Hindi and Urdu in tandem, with separate courses in the Devanagari and Nastaliq scripts. Our newest programs are in Korean and Persian; we offer a minor and 3 years' instruction in Korean and 2 years' instruction in Persian. Summer instruction in first- and second-year Arabic, second-year Chinese, and first-year Japanese is available. A tenure-track search in Persian language and literature is planned for 2014-2015 using university funding.

4.B.b. Courses in Other Disciplines: UNC is a national leader in LAC instruction and training; our LAC coordinator is the Chair of the national Cultures and Languages Across the Curriculum Consortium, and UNC is a founding member. Since 1996, UNC has offered LAC course options (discussion sections, combined discussion sections, research components, and independent seminars) in 7 languages for over 40 courses in 20 departments or professional schools, with the recent addition of a Graduate Certificate in LAC Instruction. Courses in disciplines other than language, linguistics, and literature will thus be offered in Asian languages through our extant LACs in Arabic and Korean, and in the next 4 years we will use Title VI funding to offer LAC courses in Chinese as well. Likewise, the CAC will pilot a "Medical Chinese" at the beginning and intermediate levels—focusing on medical terminology, doctor-patient interaction, and mock

clinical encounters in the Burnett-Womack Clinical Sciences Building—in the School of Medicine in Y1 and thereafter expand this to a regular offering.

4.C.a. Language Faculty: All language courses are taught by full-time faculty members who have obtained either an M.A. or Ph.D. in the language/culture area; the majority are native speakers of their respective Asian language and fluent in English. Faculty in each program meet regularly to coordinate language-placement exams, discuss matriculation from 1 language level to the next, plan enrichment activities, and to create ways to attract and advise majors and minors. Arabic is taught by 4 full-time lecturers and 3 regular faculty. Chinese is taught by 4 full-time lecturers and 4 regular faculty. Hindi-Urdu is taught by 1-2 full-time lecturers and 1 regular faculty. Japanese is taught by 5 full-time lecturers and 3 regular faculty. Korean is taught by 2 full-time lecturers and 1 regular faculty. Persian is taught by 1 regular faculty.

4.C.b. Current Language Pedagogy Training: All language teaching staff receive training appropriate for performance-based teaching. The CAC's core faculty includes 3 linguists (Bergeton, Li, and Smith) who help direct Asian language pedagogy. All language instructors adhere to the principles of proficiency-oriented, performance-based instruction, and regularly participate in conferences and workshops on pedagogy and second-language acquisition. The DAS offers monthly workshops on teaching and assessment methods, content enhancement, and new media and digital technology. The approach to improving language pedagogy is consistent and holistic; senior faculty advise newer instructors on professional development, guiding them toward opportunities to attend and give presentations on teaching Asian languages at scholarly conferences and to improve their skills and resources. Likewise, the DAS is a leader in Asian language instruction in the region. UNC will host the 2015 Southeastern Association of the

Teachers of Japanese annual conference. We also hosted the 2013 Southeast Conference of the Association of Asian Studies meeting, which included numerous language pedagogy sessions.

4.D.a. Performance-Based Instruction: The Department of Asian Studies promotes performance-based instruction and assessment of progress. Classes incorporate exercises geared to promote active learning, cultural competence, and individual growth. All syllabi provide the goals for performance-based learning, the schedule of assignments and exams, and the means of assessment. Instructors guide students toward building skills in speaking, listening, reading, and writing. Further, the DAS works with full-time lecturers to receive Oral Proficiency Interview (OPI) training as approved by the American Council on the Teaching of Foreign Languages (ACTFL). 4 of our lectures currently have this accreditation, and in the summer of 2014, the DAS will hold a fully-funded OPI workshop for ten more of our instructors. DAS uses 2 main means of assessment of instructors: peer observations of 2 class sessions for all faculty in their 1st year of teaching and at the time of review for reappointment or promotion; and course evaluations in the last week of instruction.

4.D.b. Language Resources: UNC has multiple resources for teaching Asian languages, including film, audio, and real-world/lab contexts. The CAC is developing an Asian film lending library. In addition, the Media Resources Library offers a wide range of popular films. DAS faculty offer programs to give students first-hand experience with Asian cultures through events such as Chinese New Year Celebration and Persian Calligraphy Workshop. Students may also select from a number of Study Abroad Programs to seek immersion experiences. Another important resource is the Language Resource Center (LRC), which offers instructional technology solutions and educational materials including online tutorials and training workshops

on webpage development, multimedia, equipment training, and software/hardware troubleshooting.

4.D.c. Language Proficiency Requirements: UNC utilizes the year-end proficiency goals of ACTFL in all Asian languages. In general, first-year language students are expected to attain proficiency of Novice High in all skills except for speaking, which has Intermediate Low as its goal. Second-year language students aim for Intermediate Mid in speaking and listening, and Intermediate Low in reading and writing. Third-year language students are expected to attain Intermediate High in speaking and listening, and Intermediate Mid in reading and writing. Fourth-year language students should achieve Advanced Low in all skills except for writing, which aims for Intermediate High.

CRITERION 5: LIBRARY

5.A.a. Strength of Library Holdings: According to the American Library Association, the UNC Libraries have the largest collection of any university in the southeastern United States, and the 17th largest university collection in the nation, with more than 7 million volumes held. UNC has a long tradition of building collections on East Asia, South Asia, and Southeast Asia that goes back several decades. In particular, the university has the largest collection on East Asia in the southeastern U.S. As of 1/2/2014 library collections totaled 455,387,806 individual resources in all formats (print and non-print), of which 29,382,263 were in languages other than English. This includes 4,196,990 individual resources in Chinese, Japanese, or Korean and over 254,000 held volumes of Asia materials. Additionally, UNC has subscriptions to numerous online databases to access materials on East, South, and Southeast Asia, such as China Academic Journals, Bibliography of Asian Studies, Japan Knowledge, South Asian Newspapers, Southeast Asian Serials Index, and many others. UNC's collection on Asian materials is enhanced by being

a founding member of the Triangle Research Libraries Network (TRLN) that provides students and faculty access to over 10 million titles and 16 million volumes and associated services support (Please see section 5.B.a below).

Supporting scores of graduate, professional and doctoral-level programs across the academic spectrum, UNC libraries' Asian collections and services have always been comprehensive in scope and, where appropriate, in-depth in nature. UNC has 13 libraries for different disciplines/professions such as Art, Government, Health Sciences, Journalism, Law, and Sciences, all with materials on Asia. Campus libraries also have invested in staff to create and curate these collections as well as provide related informational and research services to patrons interested in Asia and its specific countries/regions.

UNC Libraries have aggressively moved beyond tangible formats to acquire major e-resources from and about Asia, acquiring extensive e-journals and e-books holdings of both current and retrospective titles as well as major digital collections of primary research manuscripts and archives. A powerful discovery service (Summon) provides users remote access capability and also displays bibliographic data in its original script, so users can easily find and link to these resources in a single search box, resulting in increased use of the collections.

5.A.b. Financial Support: UNC has systematically increased its financial support for library acquisitions and for library staff in Asian language and area studies, providing over \$470,000 annually for staff who acquire and oversee library materials on Asia. These include a professional East Asian librarian and part-time assistant, a part-time South Asian librarian and a part-time Korean librarian (shared with Duke), an Asianist cataloging specialist, acquisition and serial staff members, and many student assistants. Professional staff in the Department of Resource Description and Access Services also provide technical processing for electronic

materials published in Asia. Additionally, in 2012-13 alone, the financial support for Asian library material collections was over \$456,000. Additionally, UNC has invested heavily in improving the accessibility/availability of its library collections. Recently the libraries have expanded their technological and document delivery capabilities and re-configured staff to broaden the accessibility/availability of their collections and increase the array of services offered so as to enhance engagement with both campus and external users. UNC has designated nearly 30 librarians—including East and South Asian specialists—as subject liaisons so that all academic units have access to specialized library expertise predicated upon in-depth partnerships with the libraries. Also, UNC libraries have recently completed the national ITHAKA faculty survey and will undertake a similar assessment of undergraduates in 2014—both of which will provide targeted information on user needs and peer institutional benchmarks of performance.

5.B.a. Availability of Research Materials at Other Institutions: UNC has a long history of cooperating with other libraries to create extensive interlocked collections. As a member of TRLN, UNC students and faculty have access to over 10 million titles and 16 million volumes; only Harvard University exceeds their combined number of unique titles. Students and faculty at UNC access materials through a shared catalog at <http://search.trln.org/>, coupled with rapid and free document delivery, as well as access to specialized staff that complement UNC's language and geographical expertise. Students can also utilize the free and frequent inter-campus bus service to access the libraries at different campuses in the region, including specialized databases accessible from within each library.

5.B.b. Access for Teachers, Students and Faculty from Other Institutions: UNC libraries have long been committed to serving a broader audience beyond campus boundaries. Walk-in users have access not only to the tangible collections but also to nearly all the e-resources

available to campus faculty and students. Anyone with a NC driver's license/valid picture ID and a current in-state address can receive a library card; these non-affiliates accounted for over 12% of all books checked out from the main library in AY 2012/2013. UNC is a leader in inter-library lending (ILL). With Summon library discovery system, Asia-related library resources are highly discoverable online, and ILL Services regularly manage borrowing requests from all over the country and internationally, ranking us among the top 20 for ILL of the 115 members of the Association of Research Libraries. UNC libraries have also undertaken targeted outreach programs to both K-14 and community college populations with university's World View programs on Asia. In addition, the CAC has founded the UNC System Asia Network, which gives Asianist scholars at all UNC campuses access to UNC's library resources.

CRITERION 6. QUALITY OF STAFF RESOURCES

6.A.a. Qualifications of Asian Studies Faculty and Professional Staff: The number of faculty at UNC with expertise in Asia has expanded dramatically since 2009, increasing by 20 new tenure-track and 4 new fixed-term positions, a sign of UNC's commitment to expanding Asian Studies. We currently have 117 faculty members in Asian Studies (see Appendix 2). In addition to our 24 language faculty, our 50 core faculty members devote 50-100% of their time to researching and teaching Asian Studies, while the 21 associated and 22 affiliated Asianists devote 25-50% and 10-25% respectively. 84% of these faculty members hold doctoral degrees or equivalent in their fields and 80% hold tenured or tenure-track positions. 15 of our faculty hold distinguished, named professorships. Our faculty include numerous nationally-renowned scholars and educators who have received prestigious awards for their publications and teaching (see Appendix 2), including Guggenheim Foundation Research Fellowships, National Endowment for the Humanities Fellowships, ACLS Frederick Burkhardt Residential

Fellowships, and many more.

6.A.b. Professional Development Opportunities: UNC supports the professional development of our faculty through funds for travel to conferences and regular research and study assignments (sabbaticals) for research projects. In the College, Senior Lecturers, Assistant Professors, Associate Professors, and Professors are eligible to receive \$1000 per year; \$750 is available for regular lecturers. Faculty may apply for semester long appointments in the Institute for Arts and Humanities where they work full time on research projects. Internal seed money (such as the University Research Grants) is available for new research projects. These UNC funds are complemented by other funding sources for professional development managed by the University. Programs such as the Carolina Southeast Asia Summer Program, the UNC Semester in Southeast Asia Program, and the UNC Summer in India and Summer in Japan Programs provide faculty with the opportunity to lead student programs in Asia. The CAC's Cox Initiative distributed approximately \$43,000 for faculty research and conference travel in AY 2013-2014.

6.A.c. Teaching, Supervising, and Advising: Most Asian Studies faculty are full-time and carry a full teaching load of 4 courses per year. This means they have extensive, ongoing contact with students, both in the classroom and in an advising capacity, supervising graduate and undergraduate students and serving on undergraduate honors, masters, and doctoral thesis committees (for more detail on the advising system at UNC, see Cr. 2C). In addition to CAC teaching faculty, a number of researchers in the professional schools (such as Law and Medicine) serve as dissertation/thesis advisors, engage students in their ongoing biomedical research in Asia, and are instrumental in establishing formal linkages with Asian institutions.

6.B.a. Staffing and Oversight Arrangements: The CAC has a professional staff of a director, associate director, program manager, business manager, and 1 support personnel. Director

Morgan Pitelka oversees all CAC activities, including the formation of new partnerships, development of programs, regional collaboration, and grant-writing. He is also Associate Professor of Asian Studies and Adjunct Associate Professor of History and teaches courses in the Asian Studies and History departments. He is the Coordinator for the Japan Program and the Advisor for the Japan Emphasis Major in Asian Studies, and advises Ph.D. students in the History department. Dr. Pitelka holds a Ph.D. in East Asian Studies (Princeton). Associate Director Thupten Norbu handles much of the management of the center, including programming and event coordinating, strategic planning and project management, outreach, and communication. He also manages a group of work study students who assist with the daily programs, communication, and research activities of the center. He is very familiar with Federal Rules and Regulations governing the administration of federal awards, and monitoring and evaluating projects because of his previous work experience with the Asia Foundation. He has an M.A. in international development (Duke). Janet Walker serves as the Program Manager for the Phillips Ambassadors program, which funds UNC students (and 1 Duke student) to attend a semester or summer study abroad program in Asia, and also to participate in an academic course before and after the program and to participate in an outreach program after their return. She has an M.A. in education (Harvard). All CAC budgets and accounts are handled by Business Manager Tracey Cave (full-time) and Assistant Business Manager Carolyn Reams (part-time), both of whom support 3 area studies centers. With the exception of salary support proposed in the budget, salaries and benefits for CAC staff are covered by UNC (see Cr. 1).

Involvement of Faculty and Staff from Departments, Professional Schools, and the

Library: The CAC Director works in consultation with 2 committees: a *management committee* that brings together core Asian Studies faculty from the College of Arts and Sciences with the

East Asian Bibliographer for the university, Hsi-chu Bollick; and an *advisory committee* that brings together representatives from Anthropology, Asian Studies, Geography, the Business School; Global Public Health; Associate Dean for Study Abroad and International Exchanges; and the co-director of the Carolina Center for the Study of the Middle East and Muslim Civilizations. These committees meet throughout the year to assess CAC progress, discuss programming issues, evaluation, and determine strategic goals. In April of 2014, these committees unanimously approved the CAC's first comprehensive Strategic Plan, which will guide the growth and programs of the CAC in the years ahead.

6.B.b. Staffing and Oversight of Center's Administration and Outreach: As section 6.B.A describes, the staffing plans for the Center's administration and outreach program are clearly adequate for the Center's current activities. To meet the goals of its proposed programs (see Cr. 8), the CAC seeks Title VI support for a part-time outreach director and a part-time program coordinator, which will strengthen our program implementation.

6.C. Nondiscriminatory Employment plan: UNC offers equal opportunity to all employees and applicants for employment without regard to race, color, religion, national origin, disability, veteran status, sexual orientation or preference, gender identity, sex, or age. The UNC Equal Opportunity/ADA Office coordinates university policies and/or applicable state and federal laws that prohibit discrimination and harassment on the basis of an individual's race, color, gender, national origin, age, religion, genetic information, disability, veteran status, sexual orientation, gender identity or expression. As part of a commitment to advance scholars from underrepresented groups in higher education, UNC established the Carolina Postdoctoral Program for Faculty Diversity in 1984, which mentors scholars from underrepresented groups for tenure track appointments at UNC and other research universities including Asianist scholars

now on the UNC faculty such as Jocelyn Chua and Jennifer Ho. In 2005, the UNC Chancellor's Task Force on Diversity conducted an assessment of diversity on campus. The plan set in place goals, strategies and responsibilities. In 2014, a new position of Vice Chancellor for Workforce Strategy, Equity and Engagement brings together human resources, equal opportunity/ADA, and diversity and multicultural affairs responsibilities to increase collaboration and strategic planning. The UNC Diversity Plan for 2012 reported 172 black (4.8%), 118 Latino/a (3.3%), and 1,581 (44.2%) women faculty. Many senior administration positions are held by women, including the Chancellor and the Dean of the College. The CAC staff includes 3 women (1 African American) and 1 Asian man. We actively encourage applications from underrepresented groups in searches, work with the Office of Disability, and practice LGBT safe zone guidelines.

CRITERION 7: OUTREACH ACTIVITIES

The CAC works closely with outreach partners such as UNC World View, which specializes in global professional development of K-14 and community college educators; UNC's Ackland Art Museum, which has the largest Asian art collection in the Southeast US and implements exhibits and workshops targeting K-14 students and the general public; and Learn NC, the primary outreach center of the UNC School of Education. Additionally, CAC faculty and staff have formed working groups and initiatives that the CAC funds and supports to carry out events open to the general public such as 1) the Korea Forum, 2) the China Initiative, 3) the Triangle Japan Forum, 4) the Southeast Asia Faculty Working Group, and 5) the South Asia Faculty Working Group. The CAC also supports student organizations such as Sangam, the Southeast Asian Interest Association, and the Asian Students Association. These varied programs serve K-14, business, media, and the general public through professional development workshops, film series, lectures, exhibits, cultural shows and other events. In all our programs, professional

schools actively take part. For example, 3 of 5 UNC faculty members that spoke at the China Initiative speaker series in spring 2014 were from professional schools. Additionally our center's Director serves on the World View, Global Business Center (UNC's CIBER) and Ackland Art Museum advisory boards, providing strategic direction on outreach programming.

7.A.a. Outreach to Elementary and Secondary Schools: The CAC's outreach includes professional development and global content acquisition opportunities for K-14 educators; both have contributed to strengthening the capacity of teachers to infuse Asia into their curricula.

| TABLE 7.1: OUTREACH | | | | | |
|---|---|--------------------------------|--|-------------------------------|-------------------------------|
| <u>K-14 Professional Development Outreach Programs 2010-2014</u> | <u>Impact</u> | <u>Educators served</u> | <u>Students served indirectly</u> | <u>Regional impact</u> | <u>National impact</u> |
| Workshops on Global Issues and the 21st Century Classroom | Improved educators' knowledge of Asia, infused Asia content into K-14 curriculum | 2820 | 270,720 | √ | |
| Fall & Spring Online Courses (Globalization: An Intro for K-14 Teachers & Administrators) | Learned to discuss and incorporate global issues in the class room | 102 | 9,792 | √ | |
| K-14 Symposium (Peace and Conflict: 10 Years after 9/11, Global Issues, Global Solutions, Population & Migration) | Learned critical global issues facing the world including Asian issues related to the US to be incorporated in lesson plans | 1582 | 151,872 | √ | |
| Global Education Leaders' Program | Strengthen leadership skills to plan & implement global programs | 108 | 10,368 | √ | |
| Study Visit to Japan | Improved knowledge of Japan | 26 | 2,496 | √ | |
| <u>Art Exhibitions</u> | <u>Impact</u> | <u>Students Visited</u> | <u>School</u> | <u>Regional impact</u> | <u>National impact</u> |
| Art Exhibition "Season of Japan" Ackland Art Museum | Familiarized K-14 students and the general public with Asian issues through Asian arts | 1542 | 16 | √ | |
| Art Exhibition "Shamat Art The Sahmat Collective: Art and Activism in India since 1989" Ackland Art Museum | Familiarized K-14 students and the general public with Asian issues through Asian arts | 1464 | 20 | √ | |
| √ Direct Impact | Indirect Impact | | | | |
| *Basis for calculation is 24 students per class and 4 classes per day per instructor | | | | | |

As Table 7.1 shows, between 2010 and spring 2014, we have served over 2820 educators through workshops, 102 educators through online courses, 1582 educators through symposia on global issues, and 108 educators and administrators through a global education leadership program. Through this approach, we have helped to indirectly transform the understanding of over 440,000 pupils, making a significant impact directly at the regional level and indirectly at the national level. In June 2014, 26 educators were enrolled in a study trip to Japan; all received training from our Director at a targeted World View workshop. Additionally, we have over 400 course materials on Asia (including 46 lesson plans on Asian countries, culture, politics, and arts) on the Learn NC website, which receives nearly 30,000 daily hits and is accessed regionally, nationally and globally. In 2013-14 academic year alone, we loaned 12 Asian culture kits to 54 different schools across the nation free of charge. Additionally, through the Ackland Museum we have served over 3,000 students from 36 schools to equip them with knowledge of Asia.

7.B.a. Outreach to Postsecondary Institutions: UNC organizes symposia and workshops that help educators to learn about critical global issues as well as to develop and internationalize curricular offerings. Between 2010 and spring 2014, 515 community college educators have attended such symposia and curriculum workshops. The results led World View to engage in a 4-year initiative with NC community colleges to implement the “NC Global Distinction Program” initiative (See Cr. 8, Activity 2 for further collaboration in this grant cycle, **Competitive Preference Priority**). This program systematically internationalizes curricular offerings and programs at community colleges. Student participants are required to complete 15 credit hours of globally intensive coursework; to participate in 8 international activities; to gain global experience through study abroad or a domestic intercultural experience; and to give a capstone

presentation on their global experiences. UNC provides technical support, resources, and grants of \$2,000-\$3,000 per year to participating community colleges. Currently there are 6 community colleges participating in the program. Additionally, the CAC organizes scholarly conferences at the regional level such as the Triangle East Asia Colloquium attended by East Asian scholars

from UNC, Duke, and North Carolina State University. Our faculty also serve in leadership roles in organizations that serve postsecondary institutions; for example, Dr. Li-ling Hsiao, Associate Professor of Chinese Language and Literature, serves as the President of Southeast Conference of the Association for Asian Studies.

7.C.a. Outreach to Business, Media and the General

Public: In AY 2013-2014, our faculty working groups and

| TABLE 7.2: A Selective List of Events from over 70 events organized in AY 2013-14 that served over 5000 people | | |
|---|-----------------------------------|-------------------|
| Name of Event | Region and Type | Attendance |
| Changes in China's Ethnic Population Distribution: Policy, Interethnic Marriage and Migration | East Asia (Lecture) | 18 |
| Art, Culture, and Power in Pre-Modern Japan, | East Asia (Lecture) | 20 |
| Contemporary Confucianism and the Global Order by Stephen Angle | East Asia (Lecture) | 45 |
| North Korea's Vinalon City: Industrialism as Socialist Everyday Life | East Asia (Lecture) | 50 |
| Holi Moli—Hindu/Indian Festival of Colors | South Asia (Culture Festival) | 3000 |
| Invoking the Goddess: Death and Devotion in Sri Lanka | South Asia (Lecture) | 70 |
| These Birds Walk, A Pakistani documentary screening | South Asia (Movie Screening) | 42 |
| Tempest In the Philippines-Typhoon Haiyan as a Regional and Global Crisis | Southeast Asia (Panel Discussion) | 50 |
| Act of Killing (Indonesia) | Southeast Asia (Movie Screening) | 200 |
| Nick Turse: Kill Anything That Moves: The Real American War in Vietnam | Southeast Asia (Lecture) | 49 |

student groups organized over 70 events and reached an audience of over 5,000 (see Table 7.2).

These events were advertised to reach out to broad audience through our listservs, social media,

posters, and website. Also in AY 2013-2014, we distributed information on over 100 events and opportunities related to Asia through social media and the CAC listserv. We also served 36,682 audience from the general public through the Ackland Art Museum's "Seasons of Japan" and "Sahmat Art Collective: Art and Activism in India since 1989" exhibitions. Additionally, our South Asia faculty host a weekly radio program called "Geet Bazaar" with an audience base of more than 6000 that is broadcast by 88.6 FM radio. All of these have helped increase the general public's knowledge of Asian language, culture, and issues. Additionally, UNC has a dedicated communication team for global activities that does outreach to media on <http://global.unc.edu>, with stories picked up by regional and national news agencies.

CRITERION 8. PROGRAM PLANNING AND BUDGET

8.A. & B.a. Proposed Activities' Quality and Relation to the Purpose of NRC and

Development Plan: Building on UNC's growth in Asian languages and area studies and outreach programming in recent years, the CAC seeks designation as the **first Pan-Asian NRC** in the southeastern U.S. The CAC proposes activities that directly respond to **all NRC priorities** and strengthen UNC's programs on Asia. The CAC's core theme is "Opening Access to Global Opportunities," described under Activity 6 below that is aligned with DOED's 2012-16 International Strategic Plan. To ensure that the activities are causally linked and logically aligned to achieve the purpose of the NRC program in a timely and cost-effective manner, this program narrative closely corresponds to the budget (Appendix 1) and Performance Management Forms (PMFs) (Appendix 4).

Activity 1: Strengthen Asian Languages and Area Studies

Less Commonly Taught Languages (LCTL) of National Priority: As described under Cr. 04, all of UNC's Asian languages have high enrollments: Chinese: 609, Japanese: 370, Korean: 174,

Hindi-Urdu: 229, Arabic: 356, and Persian: 39, and are taught by full-time lecturers or professors with appropriate graduate degrees. UNC has maintained language class sizes of 20 students or less to ensure the quality of courses offered despite strong demand. To further strengthen the quality of instruction, the CAC will offer grants of \$1,000 for professional development and \$1,000 for travel to encourage additional language pedagogy training, such as ACTFL's OPI. Additionally, curriculum development/course enrichment grants (\$800 per course for 7 courses per year) will strengthen teaching methods and enhance students' learning experiences **(Absolute Priority)**. UNC currently offers a Chinese language course at UNC's Business School, and following this model, the CAC will also offer a "Medical Chinese" course in the School of Medicine (\$8,000 for 2 classes per semester). The center will also work to stimulate student demand in Southeast Asian languages with the long-term goal of hiring lecturers in this area. In each year, the CAC will conduct workshops in Bahasa, Thai, and/or Vietnamese (\$1500 per workshop) before study abroad in Southeast Asia. Global Public Health students conducting research with our partner, the Hanoi School of Public Health, will benefit from our workshop on Vietnamese. In Y3, the CAC will pilot a course in a Southeast Asian language, with the goal of fully institutionalizing a Southeast Asian language in the next grant cycle if there is adequate demand. This incremental approach is designed to meet the needs of students, strengthen institutional linkages, to build our own institutional capacity, and to be sustainable. Additionally, \$2,500 is budgeted to cover staff travel to SE Asia to strengthen institutional linkages **(Invitational Priority)**. **Languages Across the Curriculum (LAC):** To enable students with intermediate to advanced language skills to further develop their competency and provide opportunities to apply their language skills in interdisciplinary coursework outside of language and literature, LACs in Arabic will be offered every year. LAC courses in Chinese will be

developed in Y1, Hindi-Urdu in Y2. A full Chinese LAC course will be offered in Y2 and Hindi-Urdu will be piloted in Y3. The CAC will also contribute to a 3-credit graduate pedagogy course (GLBL 789: *Teaching LAC*) and a Graduate Certificate in LAC Instruction (\$1,000 for course development and \$5,000 for instruction) (**Absolute Priority**).

Area Studies Courses:

Course Development with Asia Content: Asia-content courses are offered in almost every department and school (Appendix 2). Title VI funding will be used to infuse Asian content into new programs such as the M.A. in Global Studies and the M.A. in International Education. Furthermore, funding will support the creation of an Undergraduate Global Distinction Program that will encourage students to take Asian courses and attend Asia-related programs (\$300 per year for informational materials). Likewise, we will fund new or refinement of extant courses with Asia content at professional schools such as the School of Education (see Activity 3 below) and others (\$1,500 x 7 schools/departments in Y1, 6 grants in Y2, 3, & 4 each).

Library: UNC has invested heavily in the library's collection of Asian materials, making it the largest in the Southeastern U.S. (Cr. 05). To continue acquisitions, \$8,000 in Y1, \$7,000 in Y2, \$6,000 in Y3 and \$4,000 in Y4 is budgeted. To enable one of the librarians to travel to Asia to acquire materials not available in the U.S., \$2,500 in Y1 and Y3 is also budgeted. The CAC will also conduct information sessions on Asian library resources for students and local researchers. \$1,500 is budgeted in Y1 to create informational materials such as an "Asia Focus Library Guide" and \$1,400 in Y1 and Y3 is budgeted to cover fees to grant library access privileges to scholars working on Asia-related projects at MSIs or universities or colleges that don't have strong library resources on Asia through the CAC Research Affiliates program. A conference in

Y2 and Y3 will focus on how Affiliates have utilized library resources, and solicit feedback on additional acquisitions and improvements (\$2,000 per conference).

Promote Scholarship and Education on Asia Locally, Regionally, and Nationally:

Local: The CAC will support faculty working groups and student organizations in organizing collaborative programs, events, workshops, and speaker series on Asian topics (the China Initiative, the Triangle Japan Forum, Korea Forum, the South Asia Faculty Working Group, and the Southeast Asia Faculty Working Group). The center will also support student-organized events on Asia with topics ranging from the political economy of Asia to collaboration with Asian universities (\$4,000 per region in Y1 and \$3,200 in Y2, Y3 and Y4 for each faculty working groups; \$1,200 for student organizations). **Regional and national:** The CAC will create or support the UNC System Asia Network (which links Asian studies scholars at all UNC system institutions), the Triangle¹ East Asia Consortium, and the Triangle Center for Japanese Studies to collaboratively organize symposia, workshops, and conferences with participants from around the nation. We will collaborate with Duke University to host events on Southeast Asia and work with Winston-Salem State University (WSSU) and NCCU to organize events on South Asia (Please also see activity 2). (\$1,000 per year for each region). In Y1, UNC will take the leadership in organizing the Southeast Early China Roundtable at \$2,000.

Activity 2: Collaborations with MSIs (Competitive Preference Priority 1)

As the flagship university of the North Carolina state system, UNC is well positioned to work with MSIs, many of which are peers within the UNC system. **WSSU:** In January 2014, the CAC Director and Associate Director met with WSSU colleagues and agreed to a formal partnership; since then we have worked collaboratively to plan and develop activities to strengthen both

¹ “The Triangle” refers both to the Research Triangle Park and to the 3 research universities in the region: Duke University, North Carolina State University, and UNC Chapel Hill.

universities' offerings on Asia, and to build programs and partnerships among faculty, particularly focusing on China, Korea, India, and Malaysia. The CAC is currently working with WSSU to recruit a senior faculty member to teach Chinese language and literature at WSSU. Title VI funding will be used 1) to provide professional development, Asian curriculum/course development (\$3,500 in Y1 and Y2, \$3,000 in Y3 and Y4) and conference travel grants (\$2,000 per year) to WSSU faculty; 2) to provide WSSU faculty with access to UNC library resources including Asia-related online databases; 3) to strengthen WSSU's institutional linkages with universities in South Asia such as Jamia Millia Islamia University that UNC has partnered with in study abroad (\$2,500 per staff at WSSU and UNC for travel to the university and/or to bring a staff from the university to WSSU and UNC) (**Invitational Priority**); and 4) to improve our shared institutional capacity by making the seminars and speaker series at UNC available to WSSU and by organizing joint Asia seminars with WSSU (\$3,000 in Y3, costs of venue, promotional materials for a regional seminar on Asia). Additionally, the CAC will contribute to UNC CIBER's collaboration with the WSSU School of Business and Economics to carry out a collaborative strategic plan and strengthen the school's programs (\$2,000 in Y2). Lastly, the CAC will provide an opportunity for a WSSU student to take Chinese in the summer using a FLAS award, which will complement WSSU's plan to offer Chinese language courses. To discuss and disseminate lessons learned and challenges from this deep WSSU-UNC collaboration, WSSU and UNC staff will attend regional conferences in Y3 and Y4, and \$500 is budgeted to cover the partial cost of WSSU's staff. **Community Colleges:** As described under Outreach (Cr. 07), UNC has launched a 4-year initiative with NC community colleges to systematically internationalize the curriculum, the "NC Global Distinction" program. Title VI funds (\$4000 in Y1 and \$3000 each in Y2-Y4) will be used to recruit community colleges and

provide professional development and support to develop modules to infuse Asia connections, context, and content into courses, speaker series, film series, webinars, and webcasts. Currently, 6 community colleges are participating in the program and one of them (Davidson Community College) will fully incorporate the NC Global Distinction program in Academic Year 2014-15 with students enrolled. Over the grant cycle, we will work to increase the participation of the community colleges to at least 10.

Activity 3 Collaboration with the UNC School of Education (Competitive Preference Priority 2)

The CAC is embarking on a deep collaboration with the School of Education in 3 areas: 1) We will collaborate to infuse Asian content through professional development and curriculum design grants (\$4,000 in Y1, \$3,000 in Y2 and Y3, and \$2,000 in Y4), focused on faculty working on the new M.A. in International Education. 2) All of the area studies centers at UNC will work with the School of Education to organize a speaker series over the 4 years of the grant to expand area studies knowledge and global strategies for the school's faculty (\$1,500 budgeted). Additionally, 3) the CAC will work with the School of Education's primary outreach unit, Learn NC, to refine and develop additional lesson plans and improve access to the material online (\$2,000 in Y1, Y2 and Y3 and \$1,500 in Y4). The CAC will also work with Learn NC on collaboration with the University of Hanoi in Vietnam focusing on the use of the pedagogy tool "ChronoZoom" (**Invitational Priority**). \$1,500 per year will cover the cost of conducting a workshop on instructional technology for Asian studies at UNC in Y1 and Y2 at regional level. In Y3, \$2,000 is budgeted to organize a national workshop. To enable educators from diverse backgrounds to participate in the workshops, 4 fellowships @ \$600 in Y2 for the regional workshop and 5 fellowships (total \$3,000) in Y3 for the national workshop have been budgeted.

Activity 4: Outreach to K-14 Schools (Absolute Priority)

The CAC will provide professional development support and access to Asian content to K-14 teachers that will enable them to infuse Asia-related materials into their courses. **Professional Development for K-14:** The CAC will work with World View to conduct teacher training/faculty development for K-14 to internationalize their curricula annually. Title VI funds will be used to fund K-14 teacher seminars (\$2,000 per year) and to plan the study abroad trip to China for K-14 educators in 2018 (an additional \$3,000 in Y4). **Access to Course Materials on Asia:** As described under Activity 3, the CAC will work with the School of Education's outreach unit, Learn NC, to develop lesson plans and make them more accessible to K-14 educators. The CAC will also work with Carolina Navigators to develop Asian culture kits for K-14, which are sent to teachers in NC and other states for classroom use. The demand for these culture kits is so high that only half of the requests are met annually. The CAC will work towards meeting the unmet demand over the grant cycle (\$1,200 in Y1, Y2, Y3 and \$400 in Y4 for culture kit development, mailing costs).

Activity 5: Outreach to Media, Business, Government Officials, and the General Public

The CAC's speaker series and public lectures organized under Activity 1 will be open to the general public and free of charge. We will advertise events through our website, listservs, and social media. In addition, the CAC will hire a ROTC work-study student to reach out to military and former military students to encourage their attendance at CAC events. Furthermore, promotional materials for the events will be developed and distributed locally, regionally, and nationally to diversify our audience. \$1,500 in Y2 and \$1,000 per year in Y1, Y3, and Y4 is budgeted to develop outreach materials and to support other programming activities. The CAC will also support outreach programs such as 1) the UNC-run, weekly "Geet Bazaar" radio program

through 88.1 FM WKNC that broadcasts South Asian music (\$1,000 each year); 2) the Ackland Art Museum's exhibitions on Asia and the UNC Center for Dramatic Art's productions related to Asia (\$1,500 in Y1 & Y2 and \$1,000 in Y3 and Y4); and 3) in Y3, a speaker will be invited to talk on India (Only speaker fees and transportation costs @ \$1,250 budgeted) in association with the "Beyond Bollywood" exhibition that will be hosted on campus. Additionally, the CAC will collaborate with the Kenan-Flagler Business School to offer the "Global Business Savvy" program to improve business leaders' Asian cultural competency to stimulate business opportunities in and related to Asia (\$2,000 per year). This course will serve the business community and is likely to be a self-supporting/revenue generating program by the end of the grant cycle. Lastly, the CAC will collaborate with NC businesses in the organization of an Asian Studies job fair and a community symposium on the skills and knowledge related to Asia that are necessary to find work in today's global market (\$1,500 per year).

Activity 6: Opening Access to Global Opportunities (DoED's International Strategy 2012-16)

Despite the availability of increased global opportunities, under-represented populations are less likely to apply and participate. The CAC, in collaboration with other area studies centers, will implement 3 interrelated activities that will open access and break barriers, such as: 1)

Undergraduate Distinction in Global Engagement, a new program that recognizes undergraduate students who have acquired the necessary knowledge, skills, and personal initiative to engage responsibly and effectively in a global environment including a) taking at least 4 semesters of a single foreign language); b) 14 credit hours of approved global coursework; c) 2 activities from an approved list of global oriented activities; and d) a written project or portfolio; 2) Go! Global Orientation that helps students to evaluate expectations, anticipate potential cultural and ethical challenges, prepare for engagement in communities, and develop intercultural competencies

before global study and travel; 3) Passport to Go!, an initiative that provides financial and logistical support to students with financial need to obtain their first passport. \$1,000 per year has been budgeted to contribute to the salary of the position that will administer the opening access and breaking barriers initiative at UNC. Also, to obtain access to materials to advise students from underrepresented groups to pursue global opportunities and networks; and to share best practices and lessons learned from the implementation of NRC activities such as collaboration with MSIs and community colleges, \$200 for the Diversity Abroad Network and \$200 for the Forum on Education Abroad institutional memberships have been budgeted.

8.B.b. Program Administration: The CAC will deploy the necessary required human resources to successfully implement the NRC program, but only partial salary/fringe benefits of personnel working directly on the program are requested. Out of the **6 permanent positions** (see criterion 6) only half of the salary of the Associate Director and Outreach Director combined at \$27,500 per year and program coordinator's half salary at .75 FTE at \$14,467 are requested for the NRC program implementation. To redesign the CAC website, a part time web-designer for 80 hours at an hourly rate of \$25 in Y1, 60 hours in Y2, and 40 in Y3 and 20 in Y4 has been budgeted. Additionally a student assistant at a \$14 per hour has been budgeted for 45 days in Y1 and Y2 to help with material development for NRC outreach and to improve UNC institutional engagement in Asia (**Invitational Priority**). To enable the CAC staff to travel to outreach activities as well as to attend Title VI meetings/conferences and disseminate lessons from the NRC program implementation, \$4,000 is budgeted each year. To ensure the activities are implemented to achieve the proposed objectives, all the area studies centers at UNC are collaboratively engaging an external evaluator throughout the grant cycle. \$5,000 in Y1 and \$3,000 in Y2, Y3, and Y4 has been budgeted for technical support and evaluation of the project.

8.C. Cost Effectiveness: To be cost effective, out of the 6 staff, only partial salaries/fringe for 2 staff is requested and only partial costs for international travels have been budgeted. The CAC is also working collaboratively with other area centers to carryout NRC activities and to engage an independent evaluator to benchmark and measure the progress of NRC program implementation. Additionally, the total budget systematically decreases over the grant cycle to sustain all activities when the grant ends.

8.D. Impact on the Institution's Programs: By the end of the grant cycle, the CAC hopes have significant impacts as the Table 8.1 shows:

| TABLE 8.1: Impact of each activity on UNC's undergraduate, graduate and professional training programs | |
|--|--|
| Activity 1 | 1) Enhanced language instructors' capacity; 2) Increased and improved LCTL courses; 3) 2 new M.A. programs: a) Education and b) Global Studies with Asia content; 4) Increased or improved Asian content courses across the university; 5) Increased library resources on Asia; 4) Improved access to library resources for both students and scholars from other universities including MSI; 6) Increased events, symposia, and workshops on Asia at UNC, local and regional levels; 7) Improved linkages with regional universities in Asian studies; 8) Improved linkages with institutions in South and Southeast Asia |
| Activity 2 | 1) Strengthened Asia programs at WSSU; 2) New Chinese Language program at WSSU; 3) Improved leadership skills of both WSSU and UNC/CAC to organize regional seminars on Asia; 3) New North Carolina Global Distinction Programs at NC community colleges (at least 6 community colleges); 4) Improved institutional linkages with WSSU and community colleges |
| Activity 3 | 1) Increased Asia content courses at School of Education; 2) Increased Asia content events and seminars; 3) Strengthened Learn NC's Asia portfolio |
| Activity 4 | 1) Improved quality of students (K-14 students) that would enter UNC for college education |
| Activity 5 | 1) Increased awareness and improved presence of UNC; 2) Improved placement for graduates |
| Activity 6 | 1) New Undergraduate Global Distinction Program at UNC; 2) Improved access to global opportunities for underrepresented population |

Please also see PMFs Appendix 4.

CRITERION 9. IMPACT AND EVALUATION

9.A.a. and b. Impact of CAC Programs: While the CAC is applying for the Title VI grant to establish a new Pan-Asia NRC, the center's activities to date have significantly contributed to advancing the goals and objectives of the NRC program. The CAC has supported the university to establish language and area studies instruction through hiring faculty and promoting activities

and events to generate interest in Asian studies. Since 2009, UNC has hired 20 new tenure-track

TABLE 9.1: Impact on the University, Community, Region, and Nation (2012 -2013)

| | |
|---|---------------|
| <i>Language Course Enrollments</i> | |
| Arabic Language | 356 |
| Chinese Language | 609 |
| Japanese Language | 370 |
| Korean Language | 174 |
| Hindi-Urdu Language | 229 |
| Persian Language | 39 |
| <u>Total Asian Languages (LCTLs)</u> | <u>1777</u> |
| Asian Area Studies Course Enrollments | 11,497 |
| <u>Total Asia Languages and Area Studies</u> | <u>13,274</u> |
| Study Abroad Participation in Asia | 177 |
| Speakers, Events, Performance and Exhibitions on Asia | 23,664 |
| Outreach: K-14 Educational Outreach Seminars and Symposia at Regional Level | 1170 |

Asianists. As shown in Table 9.1, in

academic year 2012-2013, over 13,000

students took Asian language or Asia content

classes, over 23,000 people benefited from

our events and exhibitions, and over 1,100 K-

14 educators were served through outreach

activities. Additionally, the website of our

partner, Learn NC—the outreach outlet of

UNC School of Education—received nearly

30,000 daily hits from across the globe.

Placement data from graduates who received CAC funding to study abroad or pursued Asian

language and area studies show that they are working in government units such as the

Department of State and the Marine Corps; in non-profits such as RTI International and the US

China Policy Foundation; in businesses such as the Bank of America and Excella Consulting;

and in the educational sector, where our graduates are working as high school teachers and

faculty at colleges and universities.

9.B. Equal Access and Treatment: UNC has prioritized equity, inclusion, and global

engagement in its academic plan and takes equal access and treatment for eligible students and

other participants seriously regardless of race, ethnicity, gender, disabilities, age, and socio-

economic status. UNC implements need-blind admission policies coupled with specific

scholarship opportunities for low-income, women, and ethnic and racial minorities. Examples

include programs such as the Carolina Covenant (which guarantees a debt-free college education

to eligible low-income students), the MLK Scholarship (for racial/ethnic minority students) and the Moore Undergraduate Research Apprentice program (for women and racial/ethnic minority undergraduate students continuing to graduate school). Additionally the Office of Diversity and Multicultural Affairs has targeted activities to recruit and retain traditionally underrepresented students. Examples include the Project Uplift program that brings 1,000 minority high school students to campus each year to gain insight into college and the Summer Bridge Program that targets incoming students from rural areas of North Carolina to equip them with skills to excel academically and to provide orientation and guidance to resources available at UNC. **At the CAC:** The CAC ensures that its activities are accessible through collaboration with the Office of Diversity and Multicultural Affairs and student organizations to publicize and organize events. The CAC partners with CGI and advises minority students to take on study abroad opportunities. UNC recently began providing funding to 50 first-year or new transfer students with demonstrated financial need to obtain their first US passport. The CAC awards \$5000 scholarships to 28 students per year in the Phillips Program, and the Carolina Southeast Asian Program likewise provides funding to rising sophomores for summer study in Singapore and those with financial needs are fully funded. The female participation in study abroad programs at UNC is high at 70%. In addition, financial needs will be taken into account in making FLAS awards. **Accessibility:** UNC has a dedicated Office of Accessibility Resources & Service that ensures that our programs and facilities are accessible to every student and that reasonable accommodations for people with disabilities are available. For example, The FedEx Global Education Center, where the CAC is located, is fully handicap-accessible. The CAC ensures equal access to disabled and elderly individuals in our programs and activities through proper planning and venues selection.

9.C.a. Evaluation Plan The CAC’s evaluation plan is comprehensive and objective and will produce quantifiable, outcome-measure-oriented data. The CAC has designed the NRC activities in ways that are causally linked and logically aligned to achieve all goals (Pease see Cr. 8 Program Planning and Budget and Appendix 3, PMFs). Dr. Rita O’Sullivan, Director of Evaluation, Assessment, & Policy Connections (EvAP) within the UNC School of Education will serve as external/independent evaluator throughout the 4-year grant cycle. Specifically, O’Sullivan and 1 EvAP staff member will oversee a comprehensive, outcome-measure-oriented data collection plan, will provide technical support and expertise, will develop and conduct surveys and focus groups, and will assist with data analysis as appropriate. There is sufficient institutional distance between EvAP and the NRC projects that there will be no conflict of interest. EvAP is particularly well-suited to this project as it specializes in collaborative, multi-foci evaluations, and has previously worked with the CGI on a multi-year grant from DoED developing an evaluation toolkit for international presenter programs. Since 1999 EvAP has garnered more than \$5 million in evaluation contracts, working with clients including AmeriCorps, the Burroughs Wellcome Fund, the National Science Foundation, and the UNC Baccalaureate in Education for Science Teaching. All 7 UNC Area Study Centers collaborated with O’Sullivan to develop the evaluation plan, to draft measurable objectives, to identify appropriate progress indicators and benchmarks, and to formalize data collection, calculation,

| TABLE 9.2: UNC NRC Evaluation Advisory Committee | |
|---|--|
| Barbara Anderson | *Associate Director, African Studies Center |
| Alex Holmgren | Outreach Director, Center for European Studies |
| Beth-Ann Kutchma | *Senior Program Officer, Center for Global Initiatives |
| Thupten Norbu | *Associate Director, Carolina Asia Center |
| Rita O’Sullivan | *Director of EvAP, UNC School of Education |
| Beatriz Muniz Riefkohl | Associate Director, Institute for the Study of the Americas |
| Zumrat Salmorbekova | *Associate Director, Center for Slavic, Eurasian and East European Studies |
| Shai Tamari | Associate Director, Center for the Study of the Middle East and Muslim Civilizations |
| <i>*Indicates participation in formal evaluation training</i> | |

and analytical methodologies for 3 jointly-implemented programs (See Table 9.3). This comprehensive evaluation plan is a collaborative project of all 7 Area Studies Centers at UNC, paired with assessment strategies that are specific to the CAC. Each Center has designated an Evaluation Liaison who will serve on the UNC NRC Evaluation Advisory Committee and coordinate evaluation efforts within and between Centers (Table 9.2). This committee will meet every semester with EvAP staff, and individual Centers may consult with EvAP on a more frequent basis. The remarkable collaboration among UNC Area Studies Centers has been in place for more than 10 years, providing a firm foundation for an evaluation plan that is comprehensive, data-driven, and particularly cost-effective and efficient.

The following **evaluation plan** describes our timeline, data/indicators, frequency of collection, related performance measures and activities, and dissemination plan: **Data collection** will occur annually, **Y1-4**, for the 3 areas of joint evaluation collaboration and Center-specific PMFs; **Fall Y1**, EvAP **training of NRC staff** in data collection and the creation of Documentation Plans; **End of Y2**, EvAP staff will conduct those **Stakeholder Surveys** that are not part of the annual data collection for each of the 3 evaluation areas, followed by **analysis** of Project Documents, University Records, and Stakeholder Surveys to produce **midterm reports** which will be reviewed by the Evaluation Advisory Committee. **Fall Y3, modifications and adjustments** will be implemented, guiding collection and analysis of Y3 and Y4. At the **end of Y4**, accomplishments and challenges of the **entire grant cycle will be evaluated** and the Advisory Committee will issue a **final report**. In addition to the IRIS reports that will clearly inform DoED that we are meeting our goals, both **midterm and final reports** will be submitted to DoED, and NRC and EvAP staff will share evaluation research results at **national conferences**. The UNC Area Studies Centers and EvAP both have a long tradition of

disseminating cutting-edge best practices at local, national, and international conferences including the Forum on Education Abroad, the Diversity Abroad Network, NAFSA, International Studies Association, American Educational Research Association, American Evaluation Association, and NRC Evaluation Conferences.

The 3 collaborative projects have multiple Performance Measures and Activities, identified in the PMF indicated in Appendix 4. Together, Table 9.3 and Appendix 4 include our guiding research questions, project goals, timeline, data/indicators, frequency of collection, performance measures, activities, and benchmarking. 3 major groups of **data/indicators** are anticipated with multiple information to be gathered under each group. Project Documents will provide the primary foundation for data collection. With guidance from EvAP staff, individual Centers will develop specific Documentation Plans that outline the structure of data compilations each needs to gather, including *participation rates*, *registration data* regarding types and needs of participants, *participant satisfaction surveys*, etc. Evaluation Liaisons will condense and streamline data collection efforts for the 3 collaborative cross-Center programs. University Records from both UNC and participating NC Community Colleges also will be used to answer evaluation questions regarding *course offerings*, *enrollments*, *study abroad participation*, *FLAS applications*, and *alumni*. Working in concert, the Evaluation Advisory Committee will craft collective institutional research and registrar requests, thereby increasing efficiency. Stakeholder Surveys that include *questionnaires*, *focus groups*, and *interviews* will provide the bulk of both qualitative and quantitative data to be collected to assess the depth and quality of change that is occurring. Each survey to be used will be reviewed and vetted by the Evaluation Advisory Committee to establish acceptable levels of validity and reliability.

| TABLE 9.3: UNC NRC Collaborative Evaluation: See Appendix 4 for corresponding PMFs | | | |
|---|---|---|--|
| Project | Evaluation Questions | Timeline | PMF/GPR A GOALS |
| 1) World View NC Global Distinction Program (AP, NRC CCP 1) | To what extent does the Global Distinction Program lead to increased global content of curriculum at NC Community Colleges through increased faculty and student involvement in courses, issues, activities, and dialogue? | Collect Data Y1-4 Midterm Report: Y2 Final Report: Y4 Baseline Data available | PMF 2 GPRA 4 (CC Global Distinction Program) |
| 2) School of Education Global Initiative (AP, NRC CCP 2) | To what extent have the NRC collaborations with the School of Education contributed to the integration of area studies and world languages into pre-service teacher education? | Collect Data Y1-4 Midterm Report: Y2 Final Report: Y4 Baseline data available | PMF 3 GPRA 4 (new M.A. in Internationa l Education) |
| 3) Opening Access and Breaking Barriers Program (includes FLAS CCP 1) | In what ways have NRC activities increased the number of underrepresented students who participate in global opportunities? | Collect Data Y1-4 Midterm Report: Y2 Final Report: Y4 Baseline Data collected | PMF 1 |

In addition to the collaborative evaluation described above, and using the same methodology, the CAC will work with EvAP and the Evaluation Advisory Committee to collect data and measure progress for all the activities that are not a part of the joint collaboration: a) Activity 1, Strengthen Asian Languages and Area Studies; b) component one (deep collaboration with WSSU) of Activity 2, : Collaboration with MSIs; c) Activity 4, Outreach to K-14; and d) Activity 5, Outreach to Media, Business, Government, and the General Public.

The CAC will use the Cr. 8 *Program Planning and Budgeting* section and the activities outlined in the PMF (Appendix 4) as the main guiding documents to achieve all goals. The CAC will collect the necessary data in a timely manner and on a yearly basis, and the CAC Associate Director, who has received formal Monitoring and Evaluation training, will work with the NRC Evaluation Advisory Committee to analyze the data. To measure progress, Performance Measure Indicators on the PMF will be used as indicators to gauge outcomes of the activities and will be

adjusted as necessary on an annual basis to improve the effectiveness and efficiency of the program activities and to supply the DoED with quantifiable, outcome-measurable data.

9.C.b. Use of Evaluations to Improve Programs: In 2006, the CAC collected data to establish a baseline for Asian Studies at UNC, and since then benchmark studies have been conducted on an annual basis. We have used the results from these studies to address gaps in our programs. As a result we have managed to increase the option of 3 majors and minors in Asian Studies in 2007 to 5 majors and 7 minors today. Likewise, we helped increase the number of Asian studies graduates from 46 in AY 2005-2006 to 144 in AY 2012-2013. This growth has resulted from hiring an additional 20 Asia-related tenure/tenure-track faculty members as well as from other initiatives such as increasing library resources to the point that we have the largest collection in the region. Similarly, the CAC has been engaging with stakeholders to better understand their needs to enable us to serve them better. In December 2013, the CAC conducted a survey of faculty and a survey of students to solicit feedback to improve our programs. Based on the survey results, as well as additional consultation with East Asia, South Asia, and Southeast Asia faculty working groups, faculty from the Department of Asian Studies and the professional schools, and students, the CAC developed a strategic plan to better address the needs of our constituents. The strategic plan was unanimously approved by the CAC Advisory and Management Committees and we are using the document as a guide to further develop and strengthen our programs.

9.D. Contribution to Improved Supply of Specialists: CAC activities and training programs have contributed to an improved supply of specialists in Asian studies as the placement data in Table 9.1 shows. Our total Asian language student enrollment number is the highest in the southeastern U.S. The CAC provides training and mentorship to undergraduate/graduate students

to equip them with language skills and Asian area studies knowledge that helps them to gain competitive fellowships and career placement. Our graduates have won fellowships through the Fulbright-Hays program, the MEXT program, and the Japan Foundation, among others. They are in graduate school at Columbia University, the University of Virginia, and New York University; they work as area studies experts, such as a Chinese research market analyst at Georgetown University, a news editor at CNN, and a reporter at the Associated Press. They teach at universities including Carnegie Mellon, Purdue, and the University of Buffalo. They are in leadership roles in varied sectors such as the executive director of North Carolina China Center, the managing director of Goldman Sachs, and the Mission Support Division Chief of the U.S. Army Asian Studies Detachment in Japan. Also, many work in government: as foreign service officers in the Department of State, as civil servants in Health & Human Services, in the E.P.A., and in the Congressional Research Service among others.

9.E.a. Center's Activities Geared Towards Addressing National Needs: All of the CAC's activities meet national needs, and generate information for and disseminate information to the public. **LCTLs:** All of UNC's Asian languages are critical languages of national need (please see criteria 04 and Table 9.1 above). Our language classes have high enrollments and are taught by qualified lecturers and professors, which ensures a regular supply of experts with language skills in LCTLs. **Area Studies:** The center works to infuse Asia content across the university through course development grants, conference travel funds, speaker series, events and study abroad opportunities. These activities equip students and others with the knowledge of Asia to engage with Asian countries that are the U.S.'s strategic partners in trade, environment, health, and security. **Outreach:** Our outreach approach provides teaching materials on Asia and professional development opportunities for K-14 educators. Additionally, we impact the business

and government communities through the activities of our faculty and staff. For example, the CAC Director serves on various boards such as the North Carolina Coalition for Global Competitiveness, which is developing a strategic plan to internationalize North Carolina.

Information Dissemination: In addition to disseminating information through our programming and through the robust professional and scholarly activities of our faculty (see Appendix 2), we also regularly share information on Asian events locally, regionally, and nationally through the CAC listserv, social media, newsletters, and the UNC website for global issues and opportunities, <http://global.unc.edu>.

9.E.b. Record of Placing Graduates in Areas of National Need: The CAC has a solid record of student placement and a strategy in place to further our efforts to increase our success in the post-graduate placement. As described under section 9.D., many of our graduates are pursuing further education as Asia specialists, are working as analysts, or are in leadership roles in different sectors including government and the military. In our FLAS fellowships for this year, we have preliminarily selected students from fields including STEM and Global Public Health. To encourage students to pursue careers in areas of national need, we actively promote internship and fellowship opportunities on campus such as U.S. Department of State internships, Benjamin A. Gilman International Scholarships, Boren Awards for International Study, and the Presidential Management Fellows program. UNC also hosts a senior foreign service officer from the Department of State as the Diplomat-in-Residence (DIR) for the Southern Mid-Atlantic region in the same building in which the CAC office is located. The DIR provides guidance and advice to students, professionals and the community about careers in government in particular. Also, the CAC will hold annual job fairs for students pursuing Asian studies, to which government recruiters will be invited and workshops on career planning will be held to help students connect

with potential employers, plan ahead, and improve placement in areas of national need.

9.F.a. Fellowships Addressing National Needs: The CAC is applying to implement FLAS Fellowships as a new center. However, as the aforementioned sections (9.A., 9.D, 9.E.b.) describe, the center has a track record of students being employed in sectors that are of national need. Additionally, the center has collaborated with other centers (particularly the CGI) to implement FLAS fellowships. A recent survey of FLAS recipients at UNC that studied Asian languages showed that they are working as federal and state government employees, faculty or staff in higher education, or professionals in the non-profit and private sectors. Out of the total respondents, 21% said that they use the language that they studied at least once a week; 36% stated that they use their area studies knowledge at least once a week; and 54% of them said that they have developed resources such as books, publications, and courses among others.

9.F.b. Record of Placement: Please see sections 9.A., 9.D., 9.E.b. and 9.F.a. above.

CRITERION 10: FLAS AWARD SELECTION PROCEDURES

10.A. Advertising, Selection Process and Priorities: The CAC coordinates the FLAS competitions with the other UNC NRCs. We hold joint information sessions for all incoming students each summer and for all students each fall. We share a common deadline (late January) and application form. We have a dedicated website with critical information (such as the languages supported, deadline, where to find additional information including contact information of the FLAS coordinators). We also distribute paper and electronic posters, reaching a diverse audience. We send joint email announcements to department chairs, graduate studies directors, and relevant UNC listservs. We publish a joint ad in the campus newspaper. We work through the directors of graduate studies and the graduate and professional school admissions

offices to ensure that incoming students have the opportunity to apply for the academic year competition. Each NRC retains responsibility for its own selection process. The CAC FLAS

| TABLE 10.1: FLAS Fellowships Timeline | |
|---|----------------------------------|
| Action Items | Timeline |
| Hold joint meetings to determine a common deadline and to prepare materials for advertisement | September |
| Prepare and post advertisement on FLAS fellowship online, via listservs, UNC student newspaper, notice board and visit classrooms. The ad will include languages supported, eligibility, deadline, award amount, funder, how to apply, etc. | Late September to Early October |
| Hold joint information sessions at different venues across the campus | October, November and December |
| Recruit Selection Committee Members | Late November and Early December |
| Send Reminder Alerts through listservs and posters on notice boards | Late November and Early January |
| Deadline | Late January |
| Work with Financial Aid Office to determine applicants' financial needs | February |
| Selection Committee meets to evaluate the applicants | Late February |
| Notification | Early March |
| Work with Summer FLAS awardees to select language institutions | Beginning Late February |

coordinator advises students and assists with the preparation of applications. The CAC will also open the competition for 1 summer FLAS fellowship to a student from WSSU to study Chinese and the FLAS Coordinator will work with the Director of International Programs at WSSU to advertise it to their students.

Priorities: This year in anticipation of the FLAS

fellowships, we partnered with CGI to select students to study Chinese, Japanese, Korean and Hindi-Urdu for the academic year. Going forward we will prioritize students studying Arabic, Chinese, Japanese, Korean, Hindi-Urdu and Persian, and a Southeast Asian languages of national priority for both Academic and summer fellowships. We will also provide preference in awarding the fellowships to students with financial need that demonstrate potential for high academic achievement. (See section 10.B. and 10.C. on the role of financial need.)

10.B. Student Application Procedures: Applicants must submit an application form, transcript, biographical information, a CV, a statement of purpose and career goals, a language assessment

form, and 2 letters of recommendation (1 from the academic advisor) through the designated website for the FLAS fellowships. Beginning in Y2, the CAC will require students to fill in the Free Application for Federal Student Aid (FAFSA) form to obtain financial information to take into account the financial needs of students.

10.C. Selection Plan: The CAC FLAS selection committee is comprised of faculty members with expertise in East, South, and Southeast Asia, as well as a faculty member from a Professional School. The FLAS Coordinator organizes meetings for the selection committee and guides the selection committee to follow DoED's guidelines and to meet the priorities of the FLAS program. The CAC will collect application materials, due in late January, via an online application center. Then applications are sent digitally to each selection committee member who then ranks applications based on academic merit (GPA, CV, letters of recommendation), commitment (statement of purpose, career goals, CV), level of language proficiency (preference is given to study intermediate and advance level), and pursuit of Asian languages of national priority. The CAC FLAS Coordinator will work with the Financial Aid Office in February to determine applicants' financial need, and this information will be disclosed to the selection committee during the selection meeting on a separate list. The merit-based ranking and the financial need list will be cross checked to determine whether students with financial need show potential for high academic achievement. Those students with financial need and potential for high academic achievement will be given preference and will be ranked accordingly. Academic merit for undergraduate awards will be judged based on GPA and awards will only be made to mature, advanced students who show a strong commitment to reaching language proficiency.

APPENDIX 1: PPROJECT BUDGET

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

UNC CAROLINA ASIA CENTER

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | 69,987 | 76,076 | 89,305 | 85,284 | | 320,651 |
| 2. Fringe Benefits | 18,698 | 19,656 | 26,078 | 26,621 | | 91,053 |
| 3. Travel | 20,300 | 17,700 | 12,000 | 8,500 | | 58,500 |
| 4. Equipment | 0 | 0 | 0 | 0 | | 0 |
| 5. Supplies | 9,500 | 8,000 | 6,500 | 4,250 | | 28,250 |
| 6. Contractual | 0 | 0 | 0 | 0 | | 0 |
| 7. Construction | 0 | 0 | 0 | 0 | | 0 |
| 8. Other | 84,850 | 80,958 | 76,715 | 68,774 | | 311,297 |
| 9. Total Direct Costs (lines 1-8) | 203,335 | 202,389 | 210,599 | 193,428 | | 809,751 |
| 10. Indirect Costs* | 16,267 | 16,191 | 16,848 | 15,474 | | 64,780 |
| 11. Training Stipends | 306,000 | 313,500 | 313,500 | 313,500 | | 1,246,500 |
| 12. Total Costs (lines 9-11) | 525,601 | 532,080 | 540,947 | 522,402 | | 2,121,031 |

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ is included in your approved Indirect Cost Rate Agreement? or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %.

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

| The Carolina Asia Center at the University of North Carolina at Chapel Hill National Resource Center Proposed Budget: August 15 2015 to August 14, 2018 | | | | | |
|---|--|--|--|--|-------------------|
| LINE ITEMS | August 15 2014- August 14, 2015 | August 15 2015- August 14, 2016 | August 15 2016- August 14, 2017 | August 15 2017- August 14, 2018 | Total |
| 1. PERSONNEL | | | | | |
| Salary | | | | | |
| Staff | | | | | |
| Thupten Norbu, Associate Director at .75 and Outreach Director at .25 FTE, total \$55,000 for 1 FTE (50% covered by Title VI) | \$ 27,500 | \$ 28,325 | \$ 29,175 | \$ 30,050 | \$ 115,050 |
| Program Coordinator at .75 FTE @ \$29,393 (50% covered by Title VI) | \$ 14,697 | \$ 15,137 | \$ 15,592 | \$ 16,059 | \$ 61,485 |
| Web-designer (\$25 x 80 hours in Y1, 60 hours in Y2, 40 hours in Y3 and 20 hours in Y4) | \$ 2,000 | \$ 1,545 | \$ 1,030 | \$ 530 | \$ 5,105 |
| Assistant (student) (\$14 x 357 hours in Y1, and Y2) | \$ 5,040 | \$ 5,191 | | | \$ 10,231 |
| | | | | | |
| Language Instructors | | | | | |
| Chinese Language Instructor for "Medical Chinese" course per year. (2 courses per year) | \$ 8,000 | \$ 8,000 | \$ 8,000 | \$ 8,000 | \$ 32,000 |
| Southeast Asian Language Instructor @ \$7500 per 4 credit courses x 2 courses in Y3 and 4 | | | \$ 15,000 | \$ 15,000 | \$ 30,000 |
| Language Instructors, Southeast Asian language workshops for students traveling to SE Asia for study abroad and or research (Bahasa, Thai and or Vietnamese) \$1500 per language workshop of 3 to 5 days (3 language workshops x \$1500) in Y1, 2 and 3, and 1 workshop in Y4 | \$ 4,500 | \$ 4,500 | \$ 3,000 | \$ 3,000 | \$ 15,000 |
| | | | | | |
| LAC Instructors | | | | | |
| LAC Administrator (12% of the total salary of \$26,000) | \$ 3,000 | \$ 3,090 | \$ 3,183 | \$ 3,278 | \$ 12,551 |
| LAC Arabic (\$2000 per course) each year | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 8,000 |
| LAC Chinese (Salary for course development in Y1 @ \$1,000 and Salary for course teaching in Y2, Y3, and Y4 @ \$5000) | \$ 1,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 16,000 |
| LAC Hindi/Urdu (Salary for course development in Y2 @ \$1000, and salary for teaching in Y3 and Y4) | | \$ 1,000 | \$ 5,000 | | \$ 6,000 |
| LAC Instruction of LAC Course (GLBL 789: Teaching LAC) | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 4,000 |
| LAC-Graduate Research Consultant Course, a portion of the total cost | \$ 250 | \$ 258 | \$ 265 | \$ 273 | \$ 1,046 |
| | | | | | |
| Opening Access and Breaking Barriers | | | | | |
| Program Coordinator for Opening Access and Breaking Barriers, 2.5% of the total salary of \$40000 | \$ 1,000 | \$ 1,030 | \$ 1,061 | \$ 1,093 | \$ 4,184 |
| | | | | | \$ - |
| Sub-total | \$ 69,987 | \$ 76,076 | \$ 89,305 | \$ 85,284 | \$ 320,651 |
| | | | | | |
| | | | | | |
| | | | | | |

| | | | | | |
|--|------------------|------------------|-------------------|-------------------|-------------------|
| 2. BENEFITS | | | | | |
| Staff | | | | | \$ - |
| Thupten Norbu, Associate Director and Outreach Director, benefits includes basic fringe @ 22.4% of the salary and prorated health insurance of \$5444 | \$ 8,882 | \$ 9,148 | \$ 9,423 | \$ 9,705 | \$ 37,158 |
| Program Coordinator, benefits includes basic fringe @ 22.4% of the salary and prorated health insurance of \$5444 | \$ 6,014 | \$ 6,194 | \$ 6,380 | \$ 6,571 | \$ 25,159 |
| Web-designer, benefits include 8.9% fringe | \$ 178 | \$ 138 | \$ 92 | \$ 47 | \$ 454 |
| Assistant (student), benefits include 8.9% fringe | \$ 449 | \$ 462 | | | \$ 911 |
| | | | | | |
| Language Instructor | | | | | |
| Chinese Language Instructor for "Medical Chinese" course per year, benefits include 8.9% fringe | \$ 712 | \$ 733 | \$ 755 | \$ 778 | \$ 2,979 |
| Southeast Asian Language Instructor, benefits includes basic fringe @ 22.4% of the salary and prorated health insurance of \$5444 | | | \$ 6,163 | \$ 6,163 | \$ 12,327 |
| Language Instructors, Southeast Asian language workshops for students traveling to SE Asia for study abroad and or research (Bahasa, Thai and or Vietnamese), benefits include 8.9% fringe | \$ 401 | \$ 413 | \$ 267 | \$ 267 | \$ 1,347 |
| | | | | | |
| LAC | | | | | |
| LAC Administrator, benefits includes basic fringe @ 22.4% of the salary and prorated health insurance of \$5444 | \$ 1,325 | \$ 1,365 | \$ 1,406 | \$ 1,448 | \$ 5,544 |
| LAC Arabic, benefits include 8.9% fringe | \$ 178 | \$ 183 | \$ 189 | \$ 195 | \$ 745 |
| LAC Chinese, benefits include 8.9% fringe | \$ 89 | \$ 445 | \$ 458 | \$ 472 | \$ 1,464 |
| LAC Hindi/Urdu, benefits include 8.9% fringe | | \$ 89 | \$ 445 | \$ 458 | \$ 992 |
| LAC Instruction of LAC (GLBL 789: Teaching LAC) | \$ 89 | \$ 92 | \$ 94 | \$ 97 | \$ 372 |
| LAC-Graduate Research Consultant Course, a portion of the total cost | \$ 22 | \$ 23 | \$ 24 | \$ 24 | \$ 93 |
| | | | | | |
| Opening Access and Breaking Barriers | | | | | |
| Program Coordinator for Opening Access and Breaking Barriers, benefits includes basic fringe 22.4% of the salary and prorated health insurance at 2.5% of \$5444 | \$ 360 | \$ 371 | \$ 382 | \$ 393 | \$ 1,506 |
| | | | | | \$ - |
| Sub-total | \$ 18,698 | \$ 19,656 | \$ 26,078 | \$ 26,621 | \$ 91,053 |
| | | | | | \$ - |
| Total Personnel | \$ 88,685 | \$ 95,732 | \$ 115,383 | \$ 111,904 | \$ 411,704 |
| | | | | | \$ - |
| 3. TRAVEL | | | | | |
| | | | | | |
| Domestic Travel | | | | | |
| Language Instructor Pedagogy/Professional Development Travel (costs include airfare, ground transportation and per diem, 8 in Y1, 7 in Y2 @ \$1000 per workshop and 4 in Y3 and 4 | \$ 8,000 | \$ 7,000 | \$ 4,000 | \$ 4,000 | \$ 23,000 |
| | | | | | |

| | | | | | |
|--|-----------|-----------|-----------|----------|-----------|
| Staff travel for state and national conferences, professional development (e.g. to attend Title VI Directors meeting, Asian Studies conferences, Diversity Abroad Network Conference, and other meetings) | \$ 4,000 | \$ 5,000 | \$ 5,000 | \$ 4,000 | \$ 18,000 |
| Local staff travel for MSI collaboration and outreach | \$ 800 | \$ 700 | \$ 500 | \$ 500 | \$ 2,500 |
| International Travel | | | | | |
| Partial travel costs to collect library materials on Asia (partial airfare and per diem), will comply with Fly America Act | \$ 2,500 | | \$ 2,500 | | \$ 5,000 |
| Partial travel costs to promote institutional linkages in South Asia (costs include partial airfare, ground transportation and per diem), will comply with Fly America Act (Invitational Priority) | \$ 2,500 | \$ 2,500 | | | \$ 5,000 |
| Partial travel cost to promote institutional linkages in Southeast Asia (costs include partial airfare, ground transportation and per diem) will comply with Fly America Act (Invitational Priority) | \$ 2,500 | \$ 2,500 | | | \$ 5,000 |
| Sub-total | \$ 20,300 | \$ 17,700 | \$ 12,000 | \$ 8,500 | \$ 58,500 |
| | | | | | \$ - |
| 4. EQUIPMENT | | | | | |
| None | | | | | |
| Sub-total | | | | | |
| 5. SUPPLIES | | | | | |
| General Supplies for Program Implementation | | | | | |
| Office Supplies for Title VI program implementation such as outreach | \$ 1,500 | \$ 1,000 | \$ 500 | \$ 250 | \$ 3,250 |
| Activity 1: Strengthen Asian Languages and Area Studies | | | | | |
| Asia Library Resources Acquisition (books, journal subscriptions, and other library materials with Asia content) | \$ 8,000 | \$ 7,000 | \$ 6,000 | \$ 4,000 | \$ 25,000 |
| Sub-total | \$ 9,500 | \$ 8,000 | \$ 6,500 | \$ 4,250 | \$ 28,250 |
| 6. CONTRACTUAL N/A | | | | | |
| 7. CONSTRUCTION N/A | | | | | |
| 8. OTHER | | | | | |
| Activity 1: Strengthen Asian Languages and Area Studies (Absolute Priority) | | | | | |
| Languages | | | | | |
| LCTLs | | | | | |
| Language faculty pedagogy training/professional development grants such as OPI, WTI @ \$1000 per course (Arabic, Chinese, Korean, Hindi/Urdu, Japanese and Persian and a Southeast Asian language) (\$1000 x 8 instructors in Y1, 7 in Y2, and 4 in Y3 and Y4) | \$ 8,000 | \$ 7,000 | \$ 4,000 | \$ 4,000 | \$ 23,000 |

| | | | | | |
|--|-----------|----------|----------|----------|-----------|
| Curriculum Development and Course Enrichment Fund for language faculty @ \$800 per course for 7 courses | \$ 5,600 | \$ 5,600 | \$ 5,600 | \$ 5,600 | \$ 22,400 |
| FLAS Online Application System Fee | \$150 | \$158 | \$165 | \$174 | \$ 647 |
| | | | | | |
| <u>Area Studies</u> | | | | | |
| Curriculum/Course Development Grants to develop or improve Asia content course university wide (7 grants x \$1500 each year in Y1 and 6 grants in Year 2, 3, and 4) | \$ 10,500 | \$ 9,000 | \$ 9,000 | \$ 9,000 | \$ 37,500 |
| Undergraduate Global Distinction program to increase students' enrollment in global content courses, particularly Asia. Costs include promotional materials and outreach program to recruit students | \$ 300 | \$ 300 | \$ 300 | \$ 300 | \$ 1,200 |
| | | | | | |
| <u>Library</u> | | | | | |
| Asia Focus Library Guide/Informational Materials. The costs include fees for design and printing | \$ 1,500 | | | | \$ 1,500 |
| Library Access for scholars from MSI/Community College Partners with limited library resources on Asia (\$700 for WSSU and \$700 for other universities in Y1 and Y3) | \$ 1,400 | | \$ 1,400 | | \$ 2,800 |
| UNC System Asian Scholar Network Conference to share information and to solicit feedback for improving library access. Costs include participant travel, lodging for selected participants, banners, supplies, and ground transportation | | \$ 2,000 | | \$ 2,000 | \$ 4,000 |
| | | | | | |
| Promote Scholarship and Education on Asia Locally, Regionally, and Nationally | | | | | |
| Local | | | | | |
| East Asia (5 faculty-organized speakers in Y1, 4 in Y2, Y3, and Y4 @ \$800 and 4 student-organized events @ \$400. Costs include speaker fees, information dissemination, and travel) | \$ 5,600 | \$ 4,800 | \$ 4,800 | \$ 4,800 | \$ 20,000 |
| South Asia (5 faculty-organized speakers in Y1, 4 in Y2, Y3, and Y4 @ \$600 and 4 student-organized events @ \$400. Costs include speaker fees, information dissemination, and travel) | \$ 5,600 | \$ 4,800 | \$ 4,800 | \$ 4,800 | \$ 20,000 |
| Southeast Asia (5 faculty-organized speakers in Y1, 4 in Y2, Y3, and Y4 @ \$600 and 4 student-organized events @ \$400. Costs include speaker fees, information dissemination, and travel) | \$ 5,600 | \$ 4,800 | \$ 4,800 | \$ 4,800 | \$ 20,000 |
| | | | | | |
| Regional and National | | | | | |
| Triangle East Asia Consortium to organize symposia, workshops, and seminars. (Costs include promotional materials, speaker fees, travel, etc.) | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 4,000 |

| | | | | | |
|---|----------|----------|----------|----------|-----------|
| Triangle Center for Japanese Studies to organize symposia, workshops, and seminars. (Costs include promotional materials, speaker fees, travel, etc.) | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 4,000 |
| South Asia Seminar with NCCU to organize symposia, workshops, seminars.(Cost includes promotional materials, speaker fees,travel, etc.) | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 4,000 |
| Southeast Asia with Duke Sanford School of Public Policy and/or APSI to organize symposia, workshops, and seminars. (Costs include promotional materials, speaker fees, travel, etc.) | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 4,000 |
| Southeast China Roundtable (Partial costs of the roundtable to cover speaker fees, travel, and supplies) | \$ 2,000 | | | | \$ 2,000 |
| | | | | | |
| Activity 2: Collaborations with MSIs (Competitive Preference Priority 1 & Invitational Priority) | | | | | |
| | | | | | |
| HBCUs | | | | | |
| Professional and curriculum development grants to develop and or refine Asia content courses and activities (Asian language and Area studies) | \$ 3,500 | \$ 3,500 | \$ 3,000 | \$ 3,000 | \$ 13,000 |
| Conference Travel Fund for WSSU faculty to travel to attend conferences in or related to Asia (Partial costs) | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 8,000 |
| WSSU faculty access to UNC library resources, budgeted under library (\$700 to provide access) | | | | | |
| WSSU-UNC NC travel fund for collaboration | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 2,000 |
| NC Regional Asian Studies Seminar in Year 3 (WSSU and UNC jointly organize) | | | \$ 3,000 | | \$ 3,000 |
| WSSU's Institutional Linkages in India (South Asia). Costs include a partial airfare and perdiem for WSSU's Chief International Officer to travel to Jamia Millia Islamia university (JMI) in India or a Professor from JMI to travel to WSSU | | \$ 2,500 | | | \$ 2,500 |
| CIBER Collaboration with WSSU School of Business and Economics | | \$ 2,000 | | | \$ 2,000 |
| WSSU staff to attend Diversity Abroad Network conference to strengthen their study abroad programming (Costs include partial conference fee and travel costs) | | | \$ 500 | \$ 500 | \$ 1,000 |
| | | | | | |
| Community Colleges | | | | | |
| Internationalization of Community Colleges' curriculum and activities. Costs include recruitment, professional development, and technical support to infuse Asia content for NC Global Distinction Program/World View | \$ 4,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 13,000 |
| | | | | | |
| Activity 3 Collaboration with the UNC School of Education (Competitive Preference Priority 2) | | | | | |
| | | | | | |
| Professional and curriculum development grants for school of education faculty in Y1 @ \$4000, Y2, Y3 @ \$3000, and Y4 @ \$2000 | \$ 4,000 | \$ 3,000 | \$ 3,000 | \$ 2,000 | \$ 12,000 |

| | | | | | |
|---|----------|----------|----------|----------|-----------|
| Global Seminar/Workshop costs for School of Education (honoraria, publicity, travel costs for speakers, supplies) | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 6,000 |
| Collaboration with Learn NC, School of Education's K-12 outreach unit to develop and disseminate lesson plans on Asia and make them available online | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 1,500 | \$ 7,500 |
| <u>Workshop on using technology tool to improve teaching in Asian Studies at Local, Regional and National Levels</u> | | | | | |
| Local workshop using technology to improve teaching in Asian studies, held at UNC in Y1 (Costs include promotional materials, content development, and supplies) | \$ 1,500 | | | | \$ 1,500 |
| Regional workshop using technology to improve teaching in Asian studies, held at UNC in Y2 (Costs include posters, promotional materials, content development, and supplies @ \$1500 plus support travel costs to 4 teachers that are from underprivileged K-16) | | \$ 3,900 | | | \$ 3,900 |
| National workshop using technology to innovate teaching in Asian studies, held at UNC in Y3 (Costs include promotional materials, content development, and supplies @ \$2000 plus support travel costs to 5 teachers that are from underprivileged K-16) | | | \$ 5,000 | | \$ 5,000 |
| Activity 4: Outreach to K-12 Schools and Community Colleges (Absolute Priority) | | | | | |
| <i>Professional Development</i> | | | | | |
| K-12 teacher professional development training and enhancement seminars (\$2000 in Y1, Y2 and Y3; organizational costs for seminars and exposure visits to Asia in Y4) | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 5,000 | \$ 11,000 |
| <i>Access to Course Materials on Asia</i> | | | | | |
| Asian Culture Kit development for K-12 and Community Colleges (Costs include materials for culture kits) | \$ 1,200 | \$ 1,200 | \$ 1,200 | \$ 400 | \$ 4,000 |
| See under Activity 3, collaboration with School of Education to improve access to Asian teaching materials including lesson plans online | | | | | \$ - |
| Activity 5: Outreach to Media, Business, Government Officials, and the General Public | | | | | |
| Outreach materials improvement (printing costs) | \$ 1,000 | \$ 1,500 | \$ 1,000 | \$ 1,000 | \$ 4,500 |
| Support to host Geet Bazaar radio program | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 4,000 |
| Outreach Programing through Asian Art and Culture (Ackland Museum & UNC's Center for Dramatic Art's) | \$ 1,500 | \$ 1,500 | \$ 1,000 | \$ 1,000 | \$ 5,000 |
| Speaker Fee and travel costs for a speaker to talk on India related to the exhibition "Beyond Bollywood" | | | \$ 1,250 | | \$ 1,250 |

| | | | | | |
|--|-------------------|-------------------|-------------------|-------------------|---------------------|
| Asia Component of Global Business Savvy program, Course Development/Improvement and Organizational Costs | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 8,000 |
| Job Fair Workshops (Costs include posters, supplies, transporation) | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 1,500 | \$ 6,000 |
| | | | | | \$ - |
| Activity 6: Opening Access to Global Opportunities | | | | | \$ - |
| | | | | | \$ - |
| Diversity Abroad Network Institutional Membership to promote study abroad opportunity to diverse student body, Fee \$200 per year | \$ 200 | \$ 200 | \$ 200 | \$ 200 | \$ 800 |
| Forum on Education Abroad Institutional Membership, Fee \$200 per year | \$ 200 | \$ 200 | \$ 200 | \$ 200 | \$ 800 |
| | | | | | |
| Activity 7. Independent Evaluation (\$5000 in Y1, higher because of baseline data collections, \$3000 in Y2, \$3500 in Y3, and \$3000 in Y4) | \$ 5,000 | \$ 3,500 | \$ 3,000 | \$ 3,000 | \$ 14,500 |
| | | | | | |
| Sub-total | \$ 84,850 | \$ 80,958 | \$ 76,715 | \$ 68,774 | \$ 311,297 |
| 9. TOTAL DIRECT CHARGES (Sum of 1-8 Subtotals) | \$ 203,335 | \$ 202,389 | \$ 210,599 | \$ 193,428 | \$ 809,751 |
| 10. INDIRECT CHARGES | | | | | |
| a) Indirect Costs/NICRA 8% | \$ 16,266.78 | \$ 16,191.14 | \$ 16,847.90 | \$ 15,474.24 | \$ 64,780 |
| | | | | | |
| Subtotal Indirect Charges | \$ 16,267 | \$ 16,191 | \$ 16,848 | \$ 15,474 | \$ 64,780 |
| NRC TOTAL COSTS (Sum 9-10) | \$ 219,601 | \$ 218,580 | \$ 227,447 | \$ 208,902 | \$ 874,531 |
| | | | | | |
| 11. FOREIGN LANGUAGE AND AREA STUDIES (FLAS) FELLOWSHIPS | | | | | |
| Academic Year Undergraduate Fellowships (\$15,000 x 2 fellowships each year) | \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 120,000 |
| | | | | | |
| Academic Year Graduate Fellowships (\$33,000 x 7 fellowships in Y1, 2, 3 and 4) | \$ 231,000 | \$ 231,000 | \$ 231,000 | \$ 231,000 | \$ 924,000 |
| | | | | | |
| Summer Fellowships (7500 x 6 fellowship Y1 and 7 fellowships in Y2, 3 and 4) (1 Fellowship to HBCU beginning Y2) | \$ 45,000 | \$ 52,500 | \$ 52,500 | \$ 52,500 | \$ 202,500 |
| | | | | | |
| Subtotal FLAS Direct Costs | \$ 306,000 | \$ 313,500 | \$ 313,500 | \$ 313,500 | \$ 1,246,500 |
| | | | | | |
| GRAND TOTAL: NRC and FLAS TOTAL DIRECT COSTS (Sum 9 and 11) | \$ 509,335 | \$ 515,889 | \$ 524,099 | \$ 506,928 | \$ 2,056,251 |
| | | | | | |
| 12. GRAND TOTAL: NRC and FLAS with INDIRECT FOR NRC COMPONENT | \$ 525,601 | \$ 532,080 | \$ 540,947 | \$ 522,402 | \$ 2,121,031 |
| Applicant proposes to make all of academic year FLAS fellowships in national priority languages | | | | | |
| Applicant proposes to give preference when awarding fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need as indicated by the students' expected family contribution and show potential for high academic achievement | | | | | |

APPENDIX 2: CV INDEX AND CVs

The Carolina Asia Center at the University of North Carolina at Chapel Hill

Biographical Information University of North Carolina at Chapel Hill Faculty and Professional Staff

Department of Anthropology

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| Amanda Thompson - Assistant Professor | page 53 |
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Department of Art

| | |
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| Pika Ghosh - Associate Professor | page 19 |
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Department of Asian Studies

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| Pamela Lothspeich - Associate Professor | page 34 |
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Carolina Asia Center

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Carolina Center for Genome Sciences

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Carolina Population Center

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Carolina Center for the Study of the Middle East and Muslim Civilizations

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Department of City and Regional Planning

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Department of Communication Studies

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Department of Dramatic Art

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Department of Economics

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School of Education

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Department of English and Comparative Literature

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Curriculum for the Environment and Ecology

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Department of Epidemiology

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Department of Geography

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| Clark L Gray - Assistant Professor | page 20 |

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Gillings School of Global Public Health

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Institute of Global Health and Infectious Disease

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Global Research Institute

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Department of Global Studies

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Department of History

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| Michelle King - Associate Professor | page 28 |
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| Michael Tsin - Associate Professor | page 55 |

Kenan-Flagler Business School

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School of Law

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| Holning Lau - Associate Professor of Law | page 30 |
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Department of Linguistics

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School of Medicine

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| Jonathan Juliano - Clinical Assistant Professor of Medicine | page 26 |
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| Jessica Lin - Assistant Professor of Medicine | page 32 |
| Steven Meshnick - Professor of Microbiology & Immunology | page 35 |
| Jongbae Park - Assistant Professor | page 39 |
| Joseph Tucker - Assistant Professor, Director, UNC Project China | page 55 |

David Wohl - Associate Professor of Medicine, Division of Infectious Diseases page 58

School of Nursing

Gwen Sherwood - Professor and Associate Deanpage 48

Department of Political Science

Xi Chen - Assistant Professorpage 11

Andrew Reynolds - Associate Professorpage 43

Department of Religious Studies

Barbara Rossetti Ambros - Associate Professor of Asian Religionspage 2

Carl Ernst - Distinguished Professorpage 15

Lauren Leve - Associate Professorpage 31

Jodi Magness - Distinguished Professorpage 34

Omid Safi - Professorpage 45

Department of Social Medicine

Gail Henderson - Professor and Chairpage 23

School of Social Work

Mimi Chapman - Associate Professorpage 10

Mark W. Fraser - Distinguished Professor, Associate Dean for Researchpage 18

Guang Guo - Distinguished Professorpage 20

Shenyang Guo - Distinguished Professorpage 21

Jack Richman - Deanpage 43

Department of Sociology

Yong Cai - Assistant Professorpage 8

Charles Kurzman - Professorpage 29

Ronald Rindfuss - Research Professorpage 44

Winston Salem State University

Joti Sekhon - Director of International Programs and Professor of Sociology page 46

World View

Neil Bolick - Associate Directorpage 7

Biographical Information University of North Carolina at Chapel Hill Faculty and Professional Staff

Shahla Adel

Lecturer in Persian, Department of Asian Studies, UNC-CH
Sponsor, Persian Cultural Society, Persian Advisory Committee, Persian Studies Faculty Committee

Education: Ph.D. University of Texas at Austin

Appointed/Tenure status: 2010, fixed term

Languages: Persian (5)

Research/training specializations: Iranian cultures, Cultures and Languages across the Curriculum, foreign language pedagogy, technology in the foreign language classroom, and second language acquisition

Overseas experience: Iran (country of origin)

Distinctions: 2007-2008 Persian Mentorship program of Language and Culture
2009- 2010 Project Fellowship, University of Texas at Austin, Department of Middle Eastern Studies, \$19500

Relevant courses taught: Introduction to Iranian Culture, Introduction to Iranian Cinema, Elementary Persian I-Intermediate Persian II

Percentage of time devoted to Asian studies: 100%

Recent Publications:

2002 *English for the Students of Law*. Iran, Ahwaz: Khaledin Publication, 344 pages

Ada Adimora

Professor of Medicine, School of Medicine, UNC-CH
Professor of Epidemiology, Gillings School of Global Public Health, UNC-CH

Education: M.D., Yale University School of Medicine, 1981, M.P.H., University of North Carolina School of Public Health, 1993

Appointed/Tenure status: 1993, tenured

Languages: English

Research/training specializations: Epidemiology of STDS and HIV in women and minorities; Ongoing Research in China, Cameroon and Malawi in the conduct of HIV-related & AIDS-related research that could result in the prevention of AIDS in those countries.

Overseas experience: China, Malawi and Cameroon

Distinctions: American Board of Internal Medicine, Internal Medicine, 1984
American Board of Internal Medicine, Infectious Disease, 1986

Relevant courses taught: Courses related on STDS and HIV in women and minorities in developing countries.

Percentage of time devoted to Asian studies: 35%

Recent publications:

2013 "Social determinants of syphilis in South China: the effect of sibling position on syphilis and sexual risk behaviours." With Tucker JD, Young D, Yang L, Yang B. *U.S. National Library of Medicine National Institute of Health*

2011 "Recruitment of HIV/AIDS treatment-naïve patients to clinical trials in the highly active antiretroviral therapy era: inflece of gender, sexual orientations and race." With Menezes O, Eron JJ Jr, Leone PA, Wohl DA, Miller WC. *U.S. National Library of Medicine National Institute of Health*.

Appendix C: Biographical Information University of North Carolina at Chapel Hill Faculty and Professional Staff

Shahla Adel

Lecturer in Persian, Department of Asian Studies, UNC-CH
Sponsor, Persian Cultural Society, Persian Advisory Committee, Persian Studies Faculty Committee

Education: Ph.D. University of Texas at Austin

Appointed/Tenure status: 2010, fixed term

Languages: Persian (5)

Research/training specializations: Iranian cultures, Cultures and Languages across the Curriculum, foreign language pedagogy, technology in the foreign language classroom, and second language acquisition

Overseas experience: Iran (country of origin)

Distinctions: 2007-2008 Persian Mentorship program of Language and Culture

2009- 2010 Project Fellowship, University of Texas at Austin, Department of Middle Eastern Studies, \$19500

Relevant courses taught: Introduction to Iranian Culture, Introduction to Iranian Cinema, Elementary Persian I-Intermediate Persian II

Percentage of time devoted to Asian studies: 100%

Recent Publications:

2002 *English for the Students of Law*. Iran, Ahwaz: Khaledin Publication, 344 pages

Ada Adimora

Professor of Medicine, School of Medicine, UNC-CH
Professor of Epidemiology, Gillings School of Global Public Health, UNC-CH

Education: M.D., Yale University School of Medicine, 1981, M.P.H., University of North Carolina School of Public Health, 1993

Appointed/Tenure status: 1993, tenured

Languages: English

Research/training specializations: Epidemiology of STDS and HIV in women and minorities; Ongoing Research in China, Cameroon and Malawi in the conduct of HIV-related & AIDS-related research that could result in the prevention of AIDS in those countries.

Overseas experience: China, Malawi and Cameroon

Distinctions: American Board of Internal Medicine, Internal Medicine, 1984

American Board of Internal Medicine, Infectious Disease, 1986

Relevant courses taught: Courses related on STDS and HIV in women and minorities in developing countries.

Percentage of time devoted to Asian studies: 35%

Recent publications:

2013 “Social determinants of syphilis in South China: the effect of sibling position on syphilis and sexual risk behaviours.” With Tucker JD, Young D, Yang L, Yang B. *U.S. National Library of Medicine National Institute of Health*

2011 “Recruitment of HIV/AIDS treatment-naïve patients to clinical trials in the highly active antiretroviral therapy era: influence of gender, sexual orientations and race.” With Menezes O, Eron JJ Jr, Leone PA, Wohl DA, Miller WC. *U.S. National Library of Medicine National Institute of Health*.

Neel Ahuja

Assistant Professor of Postcolonial Studies, Department of English Literature, UNC-CH

Education: B.A. Northwestern University & University of California, San Diego

Appointed/Tenure Status: 2009, tenure track

Languages: Hindi (5)

Research/training specializations: Focuses on relationships between public culture, transnational formations of violence and security, and political controversies concerning species and environment

Overseas experience: India

Distinctions: Institute for the Arts and Humanities Fellowship, UNC-Chapel Hill, Fall 2012. First Year Seminars Course Enhancement Award, UNC-Chapel Hill, September 2010. Interdisciplinary Debates Course Development Grant, Duke Women's Studies, April 2010. John L. Townsend III First Year Seminar Development Award, UNC-Chapel Hill, March 2010. Provost's Junior Faculty Research Award, UNC-Chapel Hill, November 2009. Distinguished Publication by an Assistant Professor, UNC English

Dissertations and theses supervised in past 5 years: N/A

Relevant courses taught: English courses focused in postcolonial studies and are very passionate about social justice in his courses. ENGL 489 The New Wars; ENGL 72 Literature of 9/11; ENGL 365 Gender, Sexuality, and South Asian Diasporas. see attached CV.

Percentage of time devoted to Asian studies: 33%

Recent publications:

- 2013 "Macaques and Biomedicine: Notes on Decolonization, Polio, and Changing Representations of Indian Rhesus in the United States, 1930-1960" in *The Macaque Connection Cooperation and Conflict between Humans and Macaques*
- 2011 "Abu Zubaydah and the Caterpillar" in *Social Text* 106 29:1.

Barbara Rossetti Ambros

Associate Professor of Asian Religions, Department of Religious Studies, UNC-CH

Education: Ph.D., Harvard University 2002

Appointed/Tenure Status: 2005, tenured

Languages: Japanese (4)

Research/training specializations: Religions in early modern through contemporary Japan; gender; pilgrimage and sacred space; ethnicity and religion; human-animal relationships; East Asian and the environment

Overseas experience: East Asia

Distinctions: ACLS Burkhardt Fellowship

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught: Focuses on theory and method in the study of religions of Asia. Focused in basic themes and critical issues in one or more Asian religious traditions such as Buddhism and Buddhist Studies.

Percentage of time devoted to Asian studies: 100%

Recent publications:

- 2015 *Women in Japanese Religions*. New York: New York University Press, 2015.
- 2012 *Bones of Contention: Animals and Religion in Contemporary Japan*. Honolulu: University of Hawai'i Press, 2012
- 2012 "Petto Kuyō: Changing Views of Animal Spirits in Contemporary Japan." In *The Handbook of Contemporary Japanese Religions*. Eds. John Nelson and Inken Prohl, 487-508. Leiden: E.J. Brill, 2012.
- 2012 "Early Modern Religion." In *Japan Emerges: Introductory Essays on Premodern History*. Ed. Karl Friday, 376-387. Boulder: Westview Press, 2012.

Lorraine Aragon

Adjunct Associate Professor, Department of Anthropology, UNC-CH

Education: Ph.D. Illinois, 1992

Languages: Indonesia and Malay (4), Uma (2)

Appointed/Tenure Status: fixed term

Research/training specializations: Educational experience in Cultural Anthropology, Ethnography, Four-field General Anthropology, and Linguistics Anthropology.

Overseas experience: Comparative research in India, 1979; Singapore, 1979, 1986-1989; Hong Kong, 1979, 1986-1989; 1999; Thailand 1986-1989; and Japan 1979, 1984. Central Sulawesi, Indonesia, Southeast Asia

Distinctions: National Endowment for the Humanities, the National Humanities Center, the John D. and Catherine T. MacArthur Foundation, US Fulbright, the National Science Foundation, and the Wenner-Gren Foundation for Anthropological Research

Disserations and theses supervised in past 5 years: N/A

Relevant courses taught: Teaches undergraduate courses in Cultural Anthropology, Ethnography, Four-field General Anthropology, and Linguistic Anthropology. Also, area courses on East and Southeast Asia, as well as undergraduate and graduate seminars on "Religious Movements across Cultures and States" for Religious Studies programs and "Communication across Cultures" for International Studies programs.

Percentage of time devoted to Asian studies: ~50%

Recent publications:

- 2012, "Copyrighting Culture for the Nation? Intangible Property Nationalism and the Regional Arts of Indonesia." *International Journal of Cultural Property* 19(3), in press.
- 2012, "Development Strategies, Religious Relations, and Communal Violence in Central Sulawesi, Indonesia: A Cautionary Tale." In *Development Strategies, Identities, and Violence in Asia*, William Ascher and Natalia Mirovitskaya, ed. New York: Palgrave MacMillan, in press.
- 2011 "Living without Please or Thanks in Indonesia: Cultural Translations of Reciprocity and Respect," In *Everyday Life in Southeast Asia*, Kathleen Adams and Kate Gillogly, ed., Pp.14-26. Bloomington: Indiana University Press.
- 2011 "Where Commons Meet Commerce: Circulation and Sequestration Strategies in *Indonesian Arts Economies Anthropology of Work Review* 32(2): 63-76.

Yuki Aratake

Senior Lecturer, Japanese, Department of Asian Studies, UNC-CH

Education: M.A., University of Pennsylvania, 1989

Appointed/Tenure Status: 1994, fixed term

Languages: Japanese (5)

Research/training specializations: Innovating in both teaching and course content, and tailors her courses to maximize opportunities for her students to use their Japanese in "real world" situations.

Overseas experience: Japan

Distinctions: Edward Kidder Graham Award, The Class of 2005, General Alumni Association and Division of Students Affairs, UNC-Chapel Hill, April 13, 2006. Chancellor's Award for Excellence, August 2004.

Relevant courses taught: Elementary Japanese I-Intermediate Japanese II; Japanese Journalism; Food and Culture in Japan; Japanese Pop Culture

Percentage of time devoted to Asian studies: 100%

Publications:

- 2000 *Hyaku no eigo* (Shingakusha, 2000)
- 1991 *Systematic Guide to Writing for TOEFL* (Aratake, 1991)

Cemil Aydin

Associate Professor, Department of History, UNC-CH

Education: Ph.D., Harvard, 2002

Appointed/Tenure Status: 2013, tenured

Languages: Turkish (5), Japanese (3), Arabic (3)

Research/training specializations: Educational experience in Asian Studies, History and Middle Eastern Studies

Overseas experience: Middle East, Japan & East Asia

Distinctions: NEH Bridging Cultures Fellowship, 2010, 2011; Princeton University, Near Eastern Studies Department, Post-Doctoral Fellowship, 2007- 2008; Top Young Historians, History News Network (HNN), December 2007

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught: International and Global History of the 19th century; A History of the Ottoman Empire; Modern Japanese History; Cold War and Crisis of Modernization; History of Pre-Modern East Asia; History of Modern East Asia

Percentage of time devoted to Asian studies: 50%

Recent publications:

- 2013 Cemil Aydin, "Japanese Pan-Asianism through the Mirror of Pan-Islamism" in *Turbulent Decade: Japan's Challenge to the International System of the 1930s*, Toshihiro Minohara and Kimura Masato, eds. (University of Toronto Press, 2013), pp: 44-68.
- 2009 *The Question of Orientalism in Pan-Islamic Thought: The Origins, Content and Legacy of Transnational Muslim Identities*
- 2007 *The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought* (Columbia University Press, 2007).

Farida Badr

Lecturer in Arabic, Department of Asian Studies, UNC-CH

Education: M.A. Teaching Arabic as a Second Language, American University in Cairo, 2008

Appointed/Tenure status: 2010, fixed term

Languages: Arabic (5)

Research/training specializations: Arabic language and culture; translation; computer-assisted language learning; ACTFL training OPI Certification, 2012

Overseas experience: Egypt

Distinctions: Ford Foundation Fellowship, 2005; Middle East and Islamic Center Grant, Fall 2011; African Center Grant, Spring 2012; Grant of Department of Asian Studies 2012

Dissertations and theses supervised in past 5 years: N/A

Relevant courses taught: Arabic Courses (Elementary-Advanced); coordinator, Arabic summer immersion program

Percentage of time devoted to Asian studies: 100% in Arabic

Dongsoo Bang

Lecturer in Korean, Department of Asian Studies, UNC-CH

Education: Ph.D. ABD in Korean Language & Literature, Kyungpook National University, Korea 2007

Appointed/Tenure status: 2010, fixed term

Languages: Korean (5)

Research/training specializations: Focuses on Korean language and culture

Overseas experience: Korea

Distinctions: Course Development Grant, Carolina Asia Center 2012, Professional Development Fund, Department of Asian Studies 2012, Brain Korea 21 Fellowship, National Research Foundation of Korea 2003-2005

Relevant courses taught: Korean Language Courses

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2006 "The story of accumulating a wealth, which appeared in the YaDam (野談) of the late Choseon Dynasty," *Association of Korean Literature in Sino-Korean*, Vol. 31, pp. 467-511
- 2004 "The Origins of the Kims, the Hos, and the given Kims of KimHae," *Association of Oriental Studies of Rite*, Vol. 12, pp. 229-259

Janice Bardsley

Associate Professor and Chair, Department of Asian Studies, UNC-CH

Education: Ph.D., East Asian Languages and Cultures, University of California, Los Angeles, June 1989

Appointed/Tenure status: 1994, tenured

Languages: Japanese (3)

Research/training specializations: Japanese women's studies, fiction, film and theater, women's magazines, feminist debate, and social institutions

Overseas experience: Japan

Distinctions: Hiratsuka Raichō Award, given annually to distinguished scholar of women's issues by Japan Women's University, Tokyo, Japan, February 18, 2012. Tanner Award for Excellence in Undergraduate Teaching, UNC-Chapel Hill, February 2009.

Disserations and theses supervised in past 5 years: 2

Relevant courses taught: First-Year Seminar: The American Life of Japanese Women; Embodying Japan: The Cultures of Beauty, Sports, and Medicine in Japan; Introduction to Japanese Literature in Translation; Geisha in History, Fiction, and Fantasy; Women Writers in Japanese Society; Women and Work in Japan; Japanese Modernism (taught in Japanese)

Percentage of time devoted to Asian studies: 100%

Recent publications:

- 2014 *Women and Democracy in Cold War Japan*. SOAS Studies in Modern and Contemporary Japan. London: Bloomsbury Academic
- 2011 *Manners and Mischief: Gender, Power, and Etiquette in Japan*. Co-edited with Laura Miller. University of California Press, 2011.

Trude Bennett

Associate Professor, Maternal and Child Health, Gillings School of Global Public Health, UNC-CH

Education: DrPH, Maternal and Child Health, UNC-CH 1988

Appointed/Tenure status: 1988, tenured

Languages: French (3), Vietnamese (1)

Research/training specializations: Intersection of women's health and reproductive health, monitoring of maternal morbidity and women's health, impact of globalization on reproductive health.

Overseas experience: South and Southeast Asia

Distinctions: Honors: Student Award, University of North Carolina, School of Public; Establishing Research Collaborations in Asia, UNC-CH Office of the Vice Chancellor for Research and Economic Development, June 2008-July, 2010; Faculty Travel Grant, UNC Center for Global Initiatives, April 2008

Dissertations and theses supervised in past 5 years: 6

Relevant courses taught: Maternal and Child Health in South and Southeast Asia

Percentage of time devoted to Asian studies: 20-30%

Recent Publications:

- 2010 "Sexual health status and cervical cancer primary prevention among Thai couples." With Thiangtham W. Bennett T, Nuntaboot K. *Asia J Public Health* 2010;1(2): 22-30.
- 2009 "Support for provision of early medical abortion by mid-level providers in Bihar and Jharkhand, India." *Reprod Health Matters*. Patel L+, Bennett TA, Halpern CT, Johnston HB, Suchindran CM. 2009;17(33):70-79.

Uffe Bergeton

Assistant Professor, Department of Asian Studies, UNC-CH

Education: Ph.D in Linguistics, USC, 2004; Ph.D. in Asian Languages and Cultures, University of Michigan, 2011

Appointed/Tenure status: 2012, tenure track

Languages: Chinese (4), Classical Chinese (4), Japanese (2)

Research/training specializations: Early China

Overseas experience: China

Distinctions: *Faculty Development Award*, University of North Carolina, 2014; *Center for Asian Studies Travel Award*, University of North Carolina, 2013; *Rackham Pre-doctoral Fellowship*, University of Michigan, 2011-2012; *Research Grant*, Center for Chinese Studies, University of Michigan, 2008

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught: Philosophy on Bamboo: Rethinking Early Chinese Thought; Introduction to Chinese Culture through Narrative; Chinese Language and Society; History as Fiction or Fiction as History. Early Chinese History in Film and Literature

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2012 Bergeton, U. (forth.) Review of Meyer (2012) Philosophy on Bamboo, *Philosophy East and West* 65:1 (January 2015)
- 2012 "A New Perspective on the Historical Development of English Intensifiers and Reflexives". In D. Jonas, J. Whitman and A. Garrett (eds.), *Grammatical Change: Origins, Nature, Outcomes* (Oxford)
- 2008 "Seeing Like a Sage: Three Takes on Identity and Perception InEarly China." *Journal of Chinese Philosophy* 35:4, 641-62.

Neil Bolick

Associate Director, World View

Education: Ph.D. Chinese Language & Literature (1994) Indiana University at Bloomington

Appointed/Tenure status: 2003

Languages: Chinese (3), Japanese (2)

Overseas Experience: People's Republic of China. Sichuan Normal University on Fulbright, 1990.
Taiwan. National Taiwan Normal University on Fulbright and Pacific Cultural Foundation Grant, 1989-1990.

World Region: International 100%

Distinctions: 2014 recipient of The Martha Fitch Trigonis Individual Award for International Education Excellence by The North Carolina Association of International Educators; Fulbright-Hays Doctoral Dissertation Research Grant, China and Taiwan, 1989-1990; Pacific Cultural Foundation Grant for dissertation, 1989-1990; Indiana University Graduate School Fellowship, 1991

Relevant Courses: Teach I: N World View Seminars, Symposia, Workshops, Residential Programs & Online Courses. Give Presentations to K-12 & Community College Educators & Administrators, Schools of Education, State Educational offices & Organizations, Civic Groups, & Students. Presentation topics Include Globalization & The Community College, Globalization & Our Schools, Internationalizing The Community College Curriculum, China'S Rise, Unc & World View International Resources.

Inger Brodey

Associate Professor, Department of English & Comparative Literature
Department, UNC-CH

Education: Ph.D. University of Chicago (1993)

Appointed/Tenure status: 2004, tenured

Languages: Japanese (4)

Research/training specializations: literature in late eighteenth and early nineteenth-century Europe and Meiji Japan; comparative film studies

Overseas experience: East Asia, specifically Japan

Distinctions: Distinguished Professorship in Honors, 2012; Chapman Family Teaching Award, 2011 Bank of America Honors term distinguished professorship (2012-2015); Chapman Family Award for Excellence in Teaching (awarded in 2010-2011)

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught: Asian Food Rituals; Cowboys, Samurai, Rebels in Film and Fiction; Cross-Currents in East West Literature; Global Jane Austen

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- | | |
|------|--|
| 2014 | "Power of Memory and Memory of Power: War and Graves in Westerns and <i>Jidaigeki</i> " in <i>The Philosophy of War Films</i> . Ed. David LaRocca. University Press of Kentucky, 2014 |
| 2011 | <i>Rediscovering Natsume Sôseki</i> (with the first English translation of <i>Travels through Manchuria and Korea</i>). Co-edited and Co-translated with Sammy Tsunematsu. Folkestone, UK: Global Oriental, 2001. |
| 2008 | "Beyond 'the Island': Recreating a Global Jane Austen," Susan Allen Ford and Inger Sigrun Brodey. <i>Persuasions</i> 28. 2 (April, 2008). |

Yong Cai

Assistant Professor, Department of Sociology, UNC-CH

Education: Ph.D. in Sociology, University of Washington, 2005

Appointed/Tenure status: 2009, tenure track

Languages: Chinese (5), Japanese (1)

Research/training specializations: Social Demography, Sociology of Health, Chinese Society, Comparative Historical Sociology, and Research Methodology

Overseas experience: China and Japan

Distinctions: National Science Foundation of China (71273059/G030602, Co-investigator). Demographic; Change and its Impact on China's Public Expenditure. 2013/1-2016/12.; National Science Foundation of China (71141015/G0312, Co-investigator).

Dissertations and theses supervised in past 5 years: 4

Relevant courses taught: Sociology courses specifically in social demography and sociology of health

Percentage of time devoted to Asian studies: 90%

Recent Publications:

- 2013 "China's New Demographic Reality – Learning from the 2010 Census." *Population and Development Review* 39 (371-396).
- 2013 Wang Feng, Yong Cai, and Baochang Gu. 2013. "Population, Policy, and Politics: How Will History Judge China's One-Child Policy?" *Population and Development Review* 38 (Supplement): 115–129.
- 2010 Yong Cai. 2010. "Social Forces behind China's below Replacement Fertility: Government Policy or Socioeconomic Development." *Population and Development Review* 36(3)

John Caldwell

Lecturer in Hindi-Urdu, Department of Asian Studies, UNC-CH

Education: Yale University, School of Management, New Haven, Connecticut M.B.A., 1991. Concentration in international business, with emphasis on trade policy and development in South Asia.

Appointed/Tenure status: 2006, fixed term

Languages: Hindi and Urdu (4)

Research/training specializations: South Asian film and media culture, the music of South Asia, comparative musicology, second language learning and technology, and poetry and poetics. Comparative musicology; South Asia's performing arts, culture, music, film, and literature; language pedagogy.

Overseas experience: South Asia

Distinctions: Center for International Business, Education, and Research (CIBER), UNC, Business Hindi grant, 2010-2014. Participant, Fulbright-Hays Group Projects Abroad (G.P.A.) in India, July 2008.; Carolina Asia Center travel grant for India, July 2008.

Relevant courses taught: Music of South Asia, Hindi-Urdu (Elementary to Advanced Hindi-Urdu); Introduction to Hindi Script (Devanagari) and Introduction to Urdu Script (Nastaliq)

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2010 "The Movie Mujrā: the Trope of the Courtesan in Urdu-Hindi Film" In *Southeast Review of Asian Studies*, volume 32 pp. 120-8.

Tracey Cave

Business Manager, Carolina Asia Center, Carolina Center for the Study of the Middle East and Muslim Civilizations, and African Studies Center, UNC

Education: BA, Ohio University, 1989; Language Certificate, University of Buenos Aires 1993

Work experience: Society for Translational Oncology 2007-10, First Slice 2000-07, Illinois State Soccer Association 1994-97, ESL Teacher 1992-94

Percent of time dedicated to Asia program: 33%

Specialization: Finance; budget; business administration; human resources

Distinctions: Notary Public, Research Administration certification (level I), Equal Employment Opportunity Institute certification (level I), represents Social Sciences on the College of Arts and Sciences PeopleSoft Transition Advisory Committee and the CAS Mentoring Program, member of the University Managers Association, dept. lead for State Combined Charitable Campaign, Red Cross Annual Blood Drive volunteer.

Khalid Chahhou

Lecturer, Department of Asian Studies, UNC-CH

Education: MA, City University of New York, 2011

Appointed/Tenure Status: 2012, tenure track

Languages: Arabic (5)

Previous academic experience: Director and Curriculum Committee Coordinator of Al-Ihssan School (2009-2011), Arabic & Spanish Visiting Lecturer at Durham Technical Community College (2008-2011)

Dissertations and theses supervised in past 5 years: Not Applicable

Overseas experience: Morocco, Spain

Relevant courses taught: Elementary and Intermediate Arabic (ARAB 101-102, 203-204)

Percent of time dedicated to Asian studies: 100%

Mimi Chapman

Associate Professor, School of Social Work, UNC-CH

Education: Ph.D. in Social Work, University of North Carolina at Chapel Hill, 1997

Appointed/Tenure status: 2001, tenured

Research/training specializations: Social Work Practice; Child Abuse and Neglect; Children's Health and Mental Health; Immigration; Acculturation; and Mental Health

Overseas experience: China

Distinctions: Dean's Teaching Recognition, 2009-2013; Arts@the Core, Mellon Participant, 2013

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught: Images at Work: Creating and Testing Visual Interventions; Health and Mental Health Practice with Children and Adolescents

Percentage of time devoted to Asian studies: 15%

Recent publications:

- 2013 An, Q., & Chapman, M.V. A Chinese social worker's view of the world. *Journal of Social Work Education*, 50 2, 322-333.
- 2013 Chapman, M. V., Zhu, M., & Wu, S. Mothers in transition: Using images to understand the experience of migrant mothers in Shanghai. *Journal of the Society for Social Work Research*, 4, 3 245-260.
- 2013 Zhu, M., Wu, S., & Chapman, M. V. Voices and aspirations: Personal views of mothers in migrant families: An analysis of mothers' photographs from the T Village Migrant Family Project. *Journal of the Youth University of China for Political Sciences*, 5. (In Chinese).
- 2013 Zhu, M., Wu, S., & Chapman, M. V. (2013). Photovoice: Using participatory research methods in China. *Journal of East China University of Science and Technology*. (In Chinese).

Anusha Chari

Associate Professor of Economics, Economics Department, UNC-CH

Education: Ph.D., The Anderson School at UCLA, 2000

Appointed/Tenure status: 2008, tenured

Languages: Hindi (5)

Research/training specializations: open-economy macroeconomics, international finance and empirical corporate finance, specifically in India.

Overseas experience: India

Relevant courses taught: international macroeconomics, international finance

Percentage of time devoted to Asian studies: 20%

Recent Publications:

- 2014 "Deregulation, Misallocation, and Size: Evidence from India," (with Laura Alfaro) *The Journal of Law and Economics*. Vol. 57, November 2014.
- 2012 "Foreign Direct Investment in India's Retail Bazaar: Opportunities and Challenges" *World Economy*, Vol. 35, No. 1, pp. 79-90, 2012. (with Madhav Raghavan).
- 2010 "Deregulation, Misallocation, and Size: Evidence from India" (with Laura Alfaro) *The Journal of Law and Economics*. Vol. 57, November 2014.

Xi Chen

Assistant Professor, Department of Political Science, UNC-CH

Education: Ph.D., Columbia University (Dissertation with Distinction), 2005

Appointed/Tenure status: 2009, tenure track

Languages: Chinese (5)

Research/training specializations: Research interests include social movements, democratization, and state-society relations in the context of authoritarianism specifically focuses in China. New research is on labor resistance in restructured state firms in China.

Overseas experience: China

Distinctions: An Wang Fellowship, Harvard, 2005-2006; Shorenstein Fellowship, Stanford, 2005-2006; Wellington Koo Fellowship, Columbia, 2004-2005;

Relevant courses taught: Comparative Politics, Contentious Politics, and Chinese Politics

Percentage of time devoted to Asian studies: <80%

Recent Publications:

2012 *Social Protest and Contentious Authoritarianism in China* (Cambridge, 2012)

Xiaodong Chen

Assistant Professor, Geography, Department of Geography, UNC-CH

Education: Ph.D. Michigan State University, 2010

Appointed/Tenure status: 2011, tenure track

Languages: Chinese (5)

Research/training specializations: Coupled Human and Natural Systems (CHANS). Human-environment interactions, systems modeling and simulation, conservation ecology, environmental policy, GIS, China

Overseas experience: China

Distinctions: Gill-Chin Lim Award for Outstanding Doctoral Dissertation in Global Studies, Michigan State University 2011, Coupled Human and Natural Systems (CHANS) Fellow, International Network of Research on Coupled Human and Natural Systems supported by the U.S. National Science Foundation 2010, The National Institute of Food and Agriculture of the US Department of Agriculture (USDA-NIFA) Professional Enhancement Award 2010

Dissertations and theses supervised in past 5 years: 5

Relevant courses taught: Quantitative Methods, Introduction to Geographic Information Systems, Geography of Contemporary China

Percentage of time devoted to Asian studies: 40%

Recent Publications:

2013 Chen, X., M. N. Peterson, V. Hull, C. Lu, D. Hong, and J. Liu. 2013. "How Perceived Exposure to Environmental Harm Influences Environmental Behavior in Urban China." *Ambio* **42**:52-60.

2013 Vina, A., X. Chen, W. Yang, W. Liu, Y. Li, Z. Ouyang, and J. Liu. 2013. "Improving the efficiency of conservation policies with the use of surrogates derived from remotely sensed and ancillary data." *Ecological Indicators* **26**:103-111.

2013 Li, Y., A. Vina, W. Yang, X. Chen, J. Zhang, Z. Ouyang, Z. Liang, and J. Liu. 2013. "Effects of conservation policies on forest cover change in giant panda habitat regions, China." *Land Use Policy* **33**:42-53.

Jocelyn Lim Chua

Assistant Professor, Department of Anthropology, UNC-CH

Education: Ph.D. Stanford, 2009

Appointed/Tenure status: 2011, tenure track

Languages: Malayalam (3),

Research/training specializations: Anthropologies and politics of health and well-being; globalization of psychiatry; kinship and care; migration and precarity; South Asia; Kerala

Overseas experience: South Asia; Kerala and the Arab Gulf states

Distinctions: Bernard J Siegal Award for Outstanding Written Expression (for dissertation) 2009, Centennial Teaching Award: Stanford University 2005, Matthew Abrahamson Honors Thesis Award: Harvard University 2000, Elizabeth Cary Agassiz Scholarship: Harvard University 1996-2000

Dissertations and theses supervised in past 5 years: 6

Relevant courses taught: Emotions and Society, Comparative Healing Systems, States of Disorder: Self, Psyche, and Postcoloniality

Percentage of time devoted to Asian studies: 20%

Recent Publications:

- | | |
|------|---|
| 2014 | <i>In Pursuit of the Good Life: Aspiration and Suicide in Globalizing South India</i> (UC Press, 2014) |
| 2012 | "The Register of 'Complaint': Psychiatric Diagnosis and the Discourse of Grievance in the South Indian Mental Health Encounter." <i>Medical Anthropology Quarterly</i> 26(2):221-240. |

Myron S Cohen

J. Herbert Bate Distinguished Professor of Medicine, Microbiology and Immunology and Epidemiology, Associate Vice Chancellor for Medical Affairs, Director, Institute of Global Health and Infectious Disease, UNC-CH

Education: MD Rush Medical College, 1974; University of Michigan Residency, 1977; Infectious Disease Fellow, Yale, 1980

Appointed/Tenure status: 1990, tenured

Research/training specializations: transmission and prevention of transmission of HIV, research focused in Malawi and China.

Overseas experience: Asia and Africa

Distinctions: Distinguished Alumnus Award Rush Medical College in 2000; Thomas Parran Award (2005) for lifetime achievement in STD research from the American Sexually Transmitted Diseases Association

Dissertations and theses supervised in past 5 years: 2

Relevant courses taught: Lecture courses focused in microbiology and immunology

Percentage of time devoted to Asian studies: 50% in China

Recent Publications:

- | | |
|------|--|
| 2006 | Lin C, Gao X, Chen XS, Chen Q, and Cohen MS. "China's syphilis epidemic: a systematic review." <i>STD</i> 33: 726, 2006. |
| 2000 | Cohen MS, Ping G, Fox K, Henderson G. "Sexually transmitted diseases in the People's Republic of China in Y2K: Back to the future." <i>Sex Transm Dis</i> 27(3):143-5, 2000. |
| 1984 | Henderson GE and Cohen MS. <i>The Chinese Hospital: A Socialist Work Unit</i> . Yale University Press, New Haven, CT and London, 1984. |

Peter Coclanis

Albert Ray Newsome Distinguished Professor, Department of History, UNC-CH
Director, Global Research Institute, UNC-CH

Education: Ph.D., Columbia University, 1984

Languages: Bahasa Indonesian (1)

Appointed/Tenure status: 1984, tenured

Research/training specializations: Works primarily in economic and business history. Most of his earlier research focused on the American South in the eighteenth and nineteenth centuries, but in recent years he has been working on other areas and time periods as well, particularly on Southeast Asia in 19th and 20th c.

Overseas experience: Southeast Asia

Distinctions: 2009-Salameno Distinguished Lectureship, Stonehill College, Easton, Massachusetts, February 2010, Dale E. Benson Lecture in Business and Economic History, Pacific Lutheran University, Tacoma, Washington, October 2011, Richard Dean Winchell Annual History Lecture, University of Nebraska-Omaha, Omaha, Nebraska, October 2011

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught: European Expansion and Global Interaction, Economic History of Southeast Asia,

Percentage of time devoted to Asian studies: 35%

Recent Publications:

- 2011 *Environmental Change and Agricultural Sustainability in the Mekong Delta*, edited with Mart A. Stewart. New York: Springer-Verlag, 2011.
- 2009 "Globalism Grounded: The South in/and/versus the World," *Diplomatic History* 33. September 2009.
- 2006 *Time's Arrow, Time's Cycle: Globalization in South East Asia Over la Longue Durée*. Singapore: Institute of Southeast Asian Studies, 2006.

Xiaoying Ding

Lecturer, Department of Asian Studies, UNC-CH

Education: M.A., Asian Civilizations (with a concentration on Teaching Chinese as a Foreign Language), University of Iowa, May, 2013

Languages: Chinese (5)

Appointed/Tenure status: 2012, fixed term

Research/training specializations: Chinese language, language pedagogy, literacy and cultural proficiency

Overseas experience: China

Relevant courses taught: Chinese language courses from introductory to advanced levels

Percentage of time devoted to Asian studies: 100%

Marc Driscoll

Associate Professor, Department of Asian Studies, UNC-CH

Education: Ph.D., Cornell University, 2000

Languages: Japanese (3); Chinese (2)

Appointed/Tenure status: 2003, tenured

Research/training specializations: Japanese modernity, cultural studies

Overseas experience: Japan, China

Distinctions: Princeton Institute for Advanced Studies, 2011; SSRC Research Fellowship, 2006

Relevant courses taught: Japanese literature and cultural studies courses

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2013 "The Amakasu Incident and Japan's Age of Terror." *Terrorism and Modernity: Global Perspectives on Nineteenth Century Political Violence*. Edited by Carola Dietze and Claudia Verhoven. Cambridge University Press.
- 2010 *Absolute Erotic, Absolute Grotesque: The Living, Dead, and Undead in Japanese Imperialism, 1895 – 1945*. Durham: Duke University Press.
- 2007 *Kannani and Document of Flames: 2 Japanese Colonial Novels*. Durham: Duke University Press: 2005; second edition 2007.

Michael Emch

Professor and Chair, Department of Geography, Professor of Epidemiology, UNC-CH

Education: Ph.D., Michigan State University, 1998

Languages: English

Appointed/Tenure status: 2006, tenured

Research/training specializations: medical geography/spatial epidemiology using GIS, satellite remote sensing, and spatial modeling techniques

Overseas experience: South Asia, China

Distinctions: Invited Speaker, United States Senate, World Malaria Day Event Hosted by the Senate Working Group on Malaria, U.S. Senate, Washington, D.C., 2012. Fulbright Senior Scholar Award. New Zealand, 2011. Committee Member. Committee on Spatial Data Enabling USGS Strategic Science in the 21st Century, National Research Council of the National Academies, 2009-2010.

Dissertations and theses supervised in past 5 years: 5

Relevant courses taught: Geography of Health and Disease Seminar (GEOG 805), University of North Carolina at Chapel Hill, Spring 2012. Geographic Information Systems for Public Health (GEOG 541),

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- 2013 Root, ED and Emch ME. (2013) "The Ecology of Injuries in Matlab, Bangladesh." In Eds. King, B and Crews, K. *Ecologies and Politics of Health*. New York; Routledge Press.
- 2012 Wu, X; D Tucker, JD; Hong, F; Messina, J; Lan, L; Hu, Y; Feng, T; Emch, ME; Liu, X; Zhang, C; Wen, L (2012) "Multilevel and Spatial Analysis of Syphilis in Shenzhen China to Inform Spatially Targeted Control Measures." *Sexually Transmitted Infections*. 88(5).
- 2012 Denaro, R; Brimhall, G; Chen, R; Donnellan, A; Emch, M; Jackson, I; Kelmelis, J; Lopez, X; Ojima, D; and Scanlon (2012) *Advancing Strategic Science: A Spatial Data Infrastructure Roadmap for the U.S. Geological Survey*. National Research Council: Washington, D.C.

Carl Ernst

Kenan Distinguished Professor, Department of Religious Studies, UNC-CH

Education: P.D., Harvard University, 1981

Appointed/Tenure status: 1992, tenured

Languages: Classical Arabic (3), Persian (3), Urdu (3)

Research/training specializations: Extended research tours in India (1978-79, 1981), Pakistan (1986, 2000, 2005), and Turkey (1991), and is a regular visitor to the Gulf, Turkey, Iran, and Southeast Asia for lectures.

Overseas experience: India, Pakistan, Uzbekistan, Turkey, Brunei, France, Germany, Netherlands, Portugal, UK, Iran, Oman, Kuwait, Bahrain, Mexico, Switzerland, Kuala Lumpur, Malaysia

Distinctions: Member, American Academy of Arts and Sciences (2009); Guggenheim Foundation Research Fellowship (2010); Farabi International Award in the Humanities (Tehran, 2008)

Dissertations and theses supervised in past 5 years: 7

Relevant courses taught: Islamic Studies; Religions of West and South Asia

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- | | |
|------|--|
| 2011 | <i>Islamophobia in America: The Anatomy of Intolerance</i> Palgrave-Macmillan, 2013. |
| 2011 | <i>How to Read the Qur'an: A New Guide with Select Translations.</i> Chapel Hill, NC: University of North Carolina Press. |
| 2010 | <i>Rethinking Islamic Studies: From Orientalism to Cosmopolitanism</i> , ed. With Richard C. Martin. Columbia, SC: University of South Carolina Press. |
| 2003 | <i>Following Muhammad: Rethinking Islam in the Contemporary World.</i> Chapel Hill, NC: University of North Carolina Press. |

Barohny Eun

Lecturer in Korean, Department of Asian Studies, UNC-CH

Education: Ph.D. in Philosophy of Education, UNC-CH, 2006

Appointed/Tenure status: 2013, fixed term

Languages: Korean (5)

Research/training specializations: foreign language pedagogy

Overseas experience: South Korea

Relevant courses taught: Korean 204

Percentage of time devoted to Asian studies: 100%

Lili Fan

Lecturer in Chinese, Department of Asian Studies, UNC-CH

Education: M.A. in Chinese literature from the University of Colorado at Boulder

Appointed/Tenure status: 2009, fixed term

Languages: Chinese (5)

Research/training specializations: Chinese as a Foreign Language (CFL), Chinese acquisition, instructional theories and strategies in a classroom context, group learning and corporative learning techniques.

Overseas experience: China.

Relevant courses taught: Chinese language at all levels

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2008 “Feng Menglong and the Late-Ming Articulation of Sentiment,” Victoria B. Cass in *Yibu Zhuifeng: Xifang xuezhe lun zhongguo wenxue* 逸步追风：西方学者论中国文学, ed. Huayuan Li Mowry, (Beijing: Xueyuan chubanshe), p.84-100.

Edwin Fisher

Professor, Department of Health Behavior and Health Education, School of Public Health, UNC-CH
Global Director, Peers for Progress: International Promotion of Peer Support for in Health, Health Care, and Prevention.

Education: Ph.D., State University of New York at Stony Brook, 1972

Languages: English

Appointed/Tenure status: 2005, tenured

Research/training specializations: Promotes peer support in health, health care and prevention around the world with Peers for Progress.

Overseas experience: China and South Asia

Distinctions: President, Society of Behavioral Medicine (President-elect, 2005-2006; Past-President, 2007-2008) Phi Beta Kappa and the Society of the Sigma Xi NIMH pre-doctoral research fellow, 1969 - 1972 National Program Director, Robert Wood Johnson Foundation Diabetes Initiative, 2002-2009 Fellow, American Psychological Association (Division of Clinical Psychology), Society of Behavioral Medicine, American Psychological Society Delta Omega Public Health Honorary Society Fellow, Cecil G. Sheps Center for Health Services Research, University of North Carolina – Chapel Hill

Dissertations and theses supervised in past 5 years: N/A

Relevant courses taught: Social and Peer Support in Health: An Ecological and Global Perspective

Percentage of time devoted to Asian studies: <15%

Recent Publications:

- 2012 Fisher, E.B., Boothroyd, R.I., Coufal, M.M., Baumann, L.C., Mbanya, J.C., Rotheram-Borus, M.J., Sanguanprasit, B., & Tanasugarn, C. (2012) “Peer support for self-management of diabetes improved outcomes in international settings.” *Health Affairs*: vol.31, p.130-139.
- 2011 Fisher, E.B., Fitzgibbon, M.L., Glasgow, R.E., Haire-Joshu, D., Hayman, L.L., Kaplan, R.M., Nanney, M.S., & Ockene, J.K. (2011) “Behavior Matters.” *American Journal of Preventive Medicine*: vol.40, p.e15-e30.

Emma Jane Flatt

Assistant Professor, Department of History, UNC-CH

Education: Ph.D. University of London, 2009

Appointed/Tenure status: 2012, tenure track

Languages: Persian (3), Hindi (4)

Research/training specializations: mentalities and practices in the courtly societies of the Indo-Islamicate Deccan Sultanates of South India.

Overseas experience: South Asia, Singapore

Distinctions: Awarded 2007-8 Irene Scoloudi fellowship (£14,700) at the Institute for Historical Research, London; Awarded Arts and Humanities Research Council doctoral scholarship 2004-2007, Cambridge

Dissertations and theses supervised in past 5 years: 4

Relevant courses taught: History and Culture of Hindus and Muslims: South Asia to 1750, Gender in South Asia, The Mughal World (1526-1707), Sultans, Generals, Concubines and Domestics: Slavery in South Asia

Percentage of time devoted to Asian studies: <75%

Recent Publications:

- 2011 *Garden and Landscape Practices in Precolonial India: Histories from the Deccan*, Delhi: Routledge, 2011. Daud Ali and Emma Flatt, eds.
- 2011 “The Authorship and Significance of the Nujūm al-’Ulūm: a sixteenth-century astrological encyclopaedia from Bijapur,” *Journal of the American Oriental Society*, 131.2
- 2010 “Young Manliness: Ethical Culture in the Gymnasiums of the Medieval Deccan”, in Anand Pandian and Daud Ali eds., *Ethical Life in South Asia*, Bloomington: Indiana University Press, 2010.

W. Miles Fletcher

Professor, Department of History, UNC-CH

Education: Ph.D. Yale University, 1975

Appointed/Tenure status: 1990, tenured

Languages: Japanese (4)

Research/training specializations: modern Japanese history

Overseas experience: Japan

Distinctions: James M. Johnston Teaching Excellence Award, 1998; Bowman and Gordon Gray Professorship for Excellence in Undergraduate Teaching, 1992-1995; Tanner Award for Excellence in Teaching, 1986

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught: The World Since 1945, Modern East Asia, The Pacific War, 1937–1945: Its Causes and Legacy, Japan in the Twentieth Century, Graduate Seminar: Readings in Contemporary Global History (since 1800), Graduate Seminar: Topics in Asian History

Percentage of time devoted to Asian studies: 70%

Recent Publications:

- 2006 “The 15-Year War,” in William Tsutsui, ed., *A Companion to Japanese History* (Oxford University Press, 2006), 241–262
- 2005 “The Impact of the Great Depression: The Japan Spinners Association, 1927–1936,” in Morris Low, ed., *Building a Modern Japan* (Palgrave MacMillan, 2005), 207–232
- 1996 “The Japan Spinners Association: Creating Industrial Policy in Meiji Japan,” in *The Journal of Japanese Studies*, Vol. 22, No. 1 (Winter 1996)

Mark W. Fraser

John A. Tate Distinguished Professor for Children in Need Associate Dean for Research, School of Social Work, UNC-CH

Education: Ph.D., University of Washington

Appointed/Tenure status: 2002, tenured

Languages: English

Research/training specializations: Children and Families at Risk; Antisocial and Aggressive Behavior in Childhood, Early Adolescence, and Adolescence; Risk and Resilience in Childhood; Prevention of Conduct Problems in Childhood and Adolescence

Overseas experience: China, Japan

Distinctions: Fellow, Society for Social Work and Research, 2014

Fellow, American Academy of Social Work and Social Welfare, 2010

Teaching Excellence, School of social work, University of North Carolina, 2008

Social Policy Award for Best Edited Book, Society for Research on Adolescence, 2008
(for Social Policy for Children & Families)

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught: Development of Social Intervention Models, Antisocial, and Aggressive Behavior in Childhood and Early Adolescence: Theory and Practice

Percentage of time devoted to Asian studies: 35%

Recent Publications:

- | | |
|------|--|
| 2011 | <i>Let's be friends: An interpersonal skills training manual for children</i> (Fraser, M. W., Peng, H., Guo, S., Li, C., and 8 others, Trans.). Beijing, China: China Population Press. |
| 2004 | <i>Risk and resilience in childhood: An ecological perspective</i> (2nd ed.). Washington, DC: NASW Press. (Translated into Japanese and published in 2009 Minerva Shobo Press, Kyoto) |
| 2001 | <i>The context of youth violence: Resilience, risk, and protection</i> . Westport, CT: Praeger Publishers. (Translated into Chinese and published in 2007 by China Population Press, Beijing, China) |

Lini Ge

Lecturer, Department of Asian Studies, UNC-CH

Education: M.A., Asian Civilizations (with a concentration on Chinese pedagogy), University of Iowa, July 2011.

Languages: English, Chinese (5)

Appointed/Tenure status: 2011, fixed term

Research/training specializations: Chinese language, language pedagogy, literacy and cultural proficiency

Overseas experience: China

Distinctions: Student Undergraduate Teaching Award, UNC-Chapel Hill, April 2013

Relevant courses taught: Chinese language courses from introductory to advanced levels

Percentage of time devoted to Asian studies: 100%

Pika Ghosh

Associate Professor, Department of Art, UNC-CH

Education: Ph.D., University of Pennsylvania, 1999

Languages: Bengali (5), Hindi-Urdu (2)

Appointed/Tenure status: 2004, tenured

Research/training specializations: Focuses on South Asian art, architecture, and culture and especially focuses on material culture in eastern India from the seventeenth century to the present.

Overseas experience: India

Distinctions: Alfred H. Barr Prize for Museum Scholarship, College Art Association, Medieval and Early Modern Studies Research Fellowship, Spring 2011

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught: Courses involve close study of works of art in the Ackland Art Museum and graduate students have created a catalogue of the South Asian sculptures in that collection.

Percentage of time devoted to Asian studies: <85%

Recent Publications:

- 2006 *Fashioning the Divine: South Asian Sculpture at the Ackland Art Museum* (Chapel Hill, NC: Ackland Art Museum, 2006).
- 2005 *Temple to Love: Architecture and Devotion in Seventeenth-Century Bengal* (Bloomington IN: Indiana University Press: 2005).

Vivian Go

Associate Professor, Department of Health Behavior, Gillings School of Global Health, UNC-CH

Education: Ph.D., John Hopkins University, 2000

Languages: Indonesian (1)

Appointed/Tenure status: 2014, tenured

Research/training specializations: design, implementation and evaluation of behavioral HIV prevention interventions among marginalized populations

Overseas experience: Southeast Asia

Distinctions: 2013-2015 Implementation Research Institute Fellowship, Center for Mental Health Services Research, George Warren Brown School of Social Work, Washington University

Dissertations and theses supervised in past 5 years: 2

Relevant courses taught: Courses focused in global health, HIV/AIDS, Mental health, Sexually transmitted diseases, Substance abuse and violence prevention

Percentage of time devoted to Asian studies: 15%

Recent Publications:

- 2013 Go VF, Frangakis C, Minh NK, Latkin CA, et al. (2013) "Effects of an HIV peer prevention intervention on sexual and injecting risk behaviors among injecting drug users and their risk partners in Thai Nguyen, Vietnam: A randomized controlled trial." *Social Science and Medicine*: vol 96, p. 154-64.
- 2012 Berry MC, Go VF, Quan VM, Minh NL, Ha TV, Mai NV, Sarin E., Beyrer C. (2012) "Social environment and HIV risk among MSM in Hanoi and Thai Nguyen." *AIDS Care*: vol. 25(1), p. 38-42.
- 2012 Go VF, Minh LM, Frangakis C, Ha VT, Latkin C, Sripaipan T, Davis W, Zelaya C, Ngoc NP, Quan VM. (2012) "Decreased injecting is associated with increased alcohol consumption among injecting drug users in northern Vietnam." *International Journal of Drug Policy*: vol 24(4), p. 304-311.

Clark L Gray

Assistant Professor, Department of Geography, UNC-CH
Adjunct Faculty, Curriculum for the Environment and Ecology, UNC-CH
Faculty Fellow, Carolina Population Center, UNC-CH

Education: Ph.D., Geography, University of North Carolina at Chapel Hill, May 2008

Appointed/Tenure status: 2011, tenure track

Languages: English

Research/training specializations: population geography

Overseas experience: South Asia

Distinctions: Nystrom Dissertation Award, Association of American Geographers (2010), Student Paper Award, Cultural and Political Ecology Specialty Group, Association of American Geographers (2008), Student Paper Award, Population Specialty Group, Association of American Geographers (2007)

Relevant courses taught: World Regional Geography & Population, Development and the Environment

Percentage of time devoted to Asian studies: 15%

Recent Publications:

- 2014 Valerie Mueller, Clark Gray and Katrina Kosec. (2014). "Heat Stress Increases Long-term Human Migration in Rural Pakistan." *Nature Climate Change*.
- 2012 Clark Gray and Valerie Mueller. (2012). "Natural Disasters and Population Mobility in Rural Bangladesh." *Proceedings of the National Academy of Sciences* 109 (16): 6000-6005.

Guang Guo

Dr. George and Alice Wells Distinguished Professor, Department of Sociology, UNC-CH
Faculty Fellow, Carolina Center for Genome Sciences, UNC-CH
Faculty Fellow, Carolina Population Center, UNC-CH

Education: Ph.D. in Sociology, Princeton University, 1991

Appointed/Tenure status: 1993, tenured

Languages: Chinese (5)

Research/training specializations: sociology, genetics, and epigenetics

Overseas experience: "Rural-urban Migration in China in the 1990s: The Chinese 2000 Census." Carolina Population Center. July 2001-June 2003. Principal Investigator. "Family Care and Support for the Elderly in China." The Demography and Economics of Aging Research Program at the University of North Carolina, Chapel Hill. January 2002-December 2003

Distinctions: University of North Carolina at Chapel Hill Sociology Graduate Student Association Teaching Award for 1999

Relevant courses taught: Longitudinal and Multilevel Data Analysis, Human Societies, Social Inequality across Space and Time

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- 2007 "Genetic Source of Reading Disability and a Proposal to Use NLSY-Children to Study Genetic and Environmental Influences on Reading Disability." With Jonathan K. Daw, Alan Booth and Ann C. Crouter (eds.), *Disparities in School Readiness: How do Families Contribute to Transitions into School?* New York: Psychology Press.
- 2004 "Estimation." In Michael S. Lewis-Beck, Alan E. Bryman, and Tim Futing Liao (eds), *The SAGE Encyclopedia of Social Science Research Methods*. Thousand Oaks, Calif.: Sage Publications.

Shenyang Guo

Wallace H. Kuralt, Sr. Distinguished Professor, School of Social Work, UNC-CH

Education: Ph.D., University of Michigan at Ann Arbor, 1990

Appointed/Tenure status: 2002, tenured

Languages: Chinese (5)

Research/training specializations: Research Methods; Quantitative Data Analysis; Child Welfare; Child Mental Health Services; Welfare Policies

Overseas experience: A Pilot Study of the Translational Research to Adapt and Implement the *Making Choices* Program in the People's Republic of China – Principal Investigator, funded by China's National Population and Family Planning Commission.

Distinctions: 2012 Most Outstanding Professor Award given by Doctoral Students of School of Social Work at UNC at Chapel Hill. 2010 Distinguished Teaching Award for Post-Baccalaureate Instruction, University of North Carolina at Chapel Hill.

Relevant Courses taught: Courses dealing with research in the area of child welfare, child mental health, program and practice evaluations and research methodology.

Percentage of time devoted to Asian studies: <50% devoted to China

Recent Publications:

2012 Preface of the Chinese translation of "*Propensity Score Analysis: Statistical Methods and Applications*" (Zhigang Guo et al. translated), Chongqing, China: Chongqing University Press.

2011 Let's Be Friends Research Group. (2011). *Let's be friends: An interpersonal skills training manual for children* (Fraser, M. W., Peng, H., Guo, S., Li, C., and 8 others, Trans.). Beijing, China: China Population Press.

Zeina Halabi

Assistant Professor, Department of Asian Studies, UNC-CH

Education: Ph.D., University of Texas at Austin, 2011

Languages: Arabic (5)

Appointed/Tenure status: 2012, tenure track

Research/training specializations: Arabic literature

Overseas experience: Middle East

Distinctions: Postdoctoral Fellowship, Institute for Advanced Studies, Berlin

Relevant courses taught: Arabic literature and advanced language

Percentage of time devoted to Asian studies: 100%

Recent Publications:

2013 "Selections from Nazira Zeineddine's al-Sufūr wa-l-ḥijāb" translated with Miriam Cooke in *The Arab Renaissance: Thought, Literature, Culture*. Anthology of Nahda Writings, Modern Language Association (MLA) Book Series, Texts and Translations Ed. Tarek El-Ariss (Jan. 2013).

2012 "Exclusion and Identity in Lebanon's Palestinian Refugee Camps: A Story of Sustained Conflict" *Environment and Urbanization* (10) 39-48, 2004.

Mohammed Hamed

Lecturer, Department of Asian Studies; Middle Eastern & African Studies Librarian; UNC-CH

Education: MA, Library and Information Science Department, Cairo University, 2007

Appointed/Tenure Status: 2010, fixed term

Previous academic experience: Lead Library Assistant, Technical Services, Santa Monica College Library (2009-10); Cataloging Specialist, American University in Cairo (1999-2008); Archivist, Gulf Strategic Studies Center, Cairo, Egypt (1998-99)

Languages: Arabic (5), Persian (3), Hebrew (1)

Overseas experience: Egypt

Distinctions: ALA conference grant from AMICAL (2008); participated in building four endowments for Persian Studies collections at UNC Libraries (2011-2013); program committee member, Persian Advisory Committee at UNC, Educating Librarians in the Middle East in the 21st century ELIME-21, Middle East Librarians Association, Africana Librarians Council (2010-Present); Consultancies, Global Islamic Studies program, Connecticut College (2012)

Percent of time dedicated to Middle East courses: 100% teaching Asian courses; 30% library work related to Asia courses

Relevant courses taught: Languages Across the Curriculum in Arabic (LAC/ARAB 308); Elementary Arabic (ARAB 101); Library instruction related to the Middle East

Research and teaching specializations: Library science; Middle East and Muslim civilizations

Dean Harris

Clinical Associate Professor, Health Policy and Management, School of Public Health, UNC-CH

Education: Juris Doctor, University of North Carolina at Chapel Hill, 1981

Languages: English

Appointed/Tenure status: 2000, tenured

Research/training specializations: Healthcare law and ethics. International and comparative health systems. Healthcare system of China. Healthcare regulation in developing countries.

Overseas experience: China

Distinctions: Order of the Coif, 1981, North Carolina Law Review (Staff Member), 1979 – 1981, Chief Justice Walter Clark Award, 1981

Relevant courses taught: Courses related to healthcare law and ethics and international and comparative health systems.

Percentage of time devoted to Asian studies: 15%

Recent Publications:

- | | |
|------|--|
| 2011 | Harris, DM. <i>Ethics in Health Services and Policy: A Global Approach</i> (Jossey-Bass/John Wiley & Sons, Inc., San Francisco, CA, 2011) |
| 2010 | Harris, DM. "Human Rights of Patients to the Fair Resolution of Medical-Legal Disputes," <i>Revista de Direito Médico e da Saúde</i> 6(20):131-145 (2010) |
| 2008 | Harris DM. <i>Contemporary Issues in Healthcare Law and Ethics</i> , 3rd edition. (Health Administration Press, 2008) |
| 2007 | Fried BJ and DM Harris. "Managing Healthcare Services in the Global Marketplace." <i>Frontiers of Health Services Management</i> 24(2): 3-18 (Winter 2007) |

Elizabeth Havice

Assistant Professor, International Development and Globalization, Department of Geography, UNC-CH

Education: Ph.D., UC-Berkeley- Environmental Science, Policy and Management, 2009

Appointed/Tenure status: 2011, tenure track

Languages: English

Research/training specializations: agrarian political economy, development studies and environmental politics; fisheries in East Asia

Overseas experience: field research in Oceania (Melanesia and Polynesia) and Southeast Asia (Thailand)

Distinctions: Outstanding Graduate Student Instructor, University of California-Berkeley, Department of Environmental Science, Policy and Management (2009)

Dissertations and theses supervised in past 5 years: 4

Relevant courses taught: Courses in the Department of Geography include (The Developing World, Environmental Politics, Geographies of Economic Change, Theory and Practice of International Development; Entanglements with Nature

Percentage of time devoted to Asian studies: 30%

Recent Publications:

- 2014 Smith, M. D., F. Asche, L.S. Benneer, E. Havice, A. J. Read and D. Squires, 2014. "Will a catch share for whales improve social welfare?" *Ecological Applications*, 24(1): 15-23.
- 2013 E. Havice and L. Campling (equal authorship), 2013. "Articulating upgrading: Island developing states and canned tuna production." *Environment and Planning A*, 45 (11)

Gail Henderson

Professor and Chair, Department of Social Medicine UNC-CH

Education: M.A. 1977, Ph.D., 1982, Sociology, University of Michigan

Appointed/Tenure status: 2009, tenured

Languages: Chinese (3)

Research/training specializations: Global health inequality and research ethics.

Overseas experience: China

Distinctions: Fellow, Academic Leadership Program, UNC Institute for Arts and Humanities, 2010-2011.

Dissertations and theses supervised in past 5 years: Oversight of trainees is mainly either med students or post docs (25)

Relevant courses taught: Interdisciplinary survey research on the determinants of health, health and equity in China.

Percentage of time devoted to Asian studies: <30%

Recent Publications:

- 2014 Editor of and contributor to supplemental issue of *Aids & Behavior* on social scientific study of HIV/AIDS in China, vol. 18 (2014)
- 2006 Estroff, Sue E. and Gail E. Henderson, "Social and Cultural Contributions to Health and Illness," *The Social Medicine Reader, Second Edition, Volume II: The Social Contributions to Health, Difference and Inequality* Duke University Press, Durham, NC. pp. 4-28.
- 2005 Dongbao Yu and Gail E. Henderson, "Old Problems but New Challenges: Ethics Review and Informed Consent in a Clinical Trial for HIV/AIDS in China," in *Ethical Challenges in Study Design and Informed Consent for Health Research in Resource-Poor* Marshall. World Health Organization, Geneva.
- 2000 Entwistle, Barbara and Gail E. Henderson (eds), *Re-Drawing Boundaries: Work, Households, and Gender in China*. University of California Press, Berkeley.

Jennifer Ho

Director of Graduate Studies (English), Department of English, UNC-CH
Associate Professor, Department of English and Comparative Literature, UNC-CH

Education: Ph.D., Boston University, 2003

Languages: English

Appointed/Tenure status: 2005, tenured

Research/training specializations: Asian American literature and culture, multiethnic American literature, contemporary American literature, race and ethnicity theory.

Overseas experience: N/A

Distinctions: Fall 2012, Chapman Family Teaching Fellowship, and University of North Carolina at Chapel Hill. Spring 2010, Distinguished Publication by an Assistant Professor, Department of English and Comparative Literature, University of North Carolina at Chapel Hill. Summer 2009, Center for Global Initiatives Course Development Grant, University of North Carolina at Chapel Hill. Summer 2009, APPLS Ueltschi Service Learning Course Development Grant, University of North Carolina at Chapel Hill.

Dissertations and theses supervised in past 5 years: 5

Relevant courses taught: Teaches Asian American literature and Critical Racial courses offered at the Department of English.

Percentage of time devoted to Asian studies: 95%

Recent Publications:

- 2013 "Southern Eruptions in Asian American Narratives." *Asian in Dixie*, eds. Jigna Desai and Khyati Joshi. Champaign, IL: University of Illinois Press, 2013.
- 2013 "No F***** Pink Ribbons: A Blog about one Asian American Woman's Anger with Her Breast Cancer." *Amerasia Journal* (Spring 2013) 119-127.
- 2005 *Consumption and Identity in Asian American Coming-of-Age Novels*. New York: Routledge Press, 2005.

Irving Hoffman

Research Professor, Department of Medicine, UNC-CH
Director of International Operations, Institute of Global Health and Infectious Diseases, Department of Medicine, UNC-CH

Education: P.A., Duke University, 1981

Appointed/Tenure status: 2005, tenured

Languages: English

Research/training specializations: STD therapy in developing countries; STD health care, administration and policy. Acquires clinical skills in STD, TB, and HIV care, immunizations, contraception, communicable disease control and reporting.

Overseas experience: China, Vietnam and Indonesia

Distinctions: STD Officer of the Year, North Carolina Public Health Association (1987)

Dissertations and theses supervised in past 5 years: 7

Relevant courses taught: Mainly conducts research and coordinates and advises operational research in different parts of the world.

Percentage of time devoted to Asian studies: 15%

Recent Publications:

- 2014 Escamilla V, Hoffman IH. "Community level sampling using Google Earth in the absence of a Demographic Surveillance System." *Bulletin of the WHO*, March 2014.

Li-Ling Hsiao

Associate Professor, Department of Asian Studies, UNC-CH
Director of Chinese Immersion Program, Department of Asian Studies, UNC-CH

Education: Ph.D., Oxford University, St. Anne's College 2002

Appointed/Tenure status: 2002, tenured

Languages: Chinese (5)

Research/training specializations: The history of Chinese painting, the history of Chinese print culture, the history of Chinese drama, and the history of Chinese kung-fu novels.

Overseas experience: China

Distinctions: "Grier-Woo Presbyterian China Travel Grant," College of Arts and Science

Relevant courses taught: all

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- | | |
|------|---|
| 2012 | Editor, <i>Southeast Review of Asian Studies</i> , Volume 34 (2012). Xvii + 271 pages |
| 2011 | <i>Southeast Review of Asian Studies</i> , volume 33 (2011). Co-edited with Dr. David Ross (production editor) at Department of English and Comparative Literature at UNC-Chapel Hill, Mr. Steven Ross (Associate Editor of Essays) at 7 Department of English at Oxford University, and Dr. Tomas Pynn (Associate Editor of Reviews) at Department of Philosophy at Kennesaw University. |
| 2010 | <i>Southeast Review of Asian Studies</i> , volume 32 (2010). Co-edited with Dr. David Ross. |
| 2007 | <i>The Eternal Present of the Past: Illustration, Theater, and Reading in the Wanli Period, 1573-1619</i> . Leiden: Brill. |

Fumi Iwashita

Lecturer in Japanese, Department of Asian Studies, UNC-CH

Education: M.A. in Teaching Japanese as a Foreign Language, University of Iowa, 2008

Appointed/Tenure status: 2008, fixed term

Languages: Japanese (5)

Research/training specializations: Second language acquisition and language pedagogy, especially proficiency-based language teaching, task-based language teaching, content-based language teaching, and the application of Focus on Form (FonF). Also, interested in developing multimedia resources for Japanese language.

Overseas experience: Earned two certificates in Teaching Japanese Language from Seikei University and KCP International Language School (both located in Tokyo, Japan)

Distinctions: Course Development Grant, Carolina Asia Center, June 2012
Professional Development Fund, Department of Asian Studies, October 2011

Dissertations and theses supervised in past 5 years: N/A

Relevant courses taught: Japanese language courses (Elementary and Advanced Levels) and Japanese Cultural courses (Topics in Japanese Society and Culture and Manga as a Japanese Art and Culture)

Percentage of time devoted to Asian studies: 100%

Ji-Yeon Jo

Assistant Professor, Department of Asian Studies, UNC-CH
Affiliate faculty, Global Studies, UNC-CH

Education: Ph.D., The University of North Carolina at Chapel Hill, 2004

Appointed/Tenure status: 2006, tenure track

Languages: Korean (5)

Research/training specializations: Korean language, diaspora, and ethnic return migration

Overseas experience: Korea

Distinctions: Junior Faculty Development Award, 2014, Grier/Woods Presbyterian Fellowship in Chinese Studies; Award of recognition, Consulate General of the Republic of Korea in Atlanta, U.S.A. February, 2010

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught: Korean language courses (Advanced) and Korean Cultural courses (History, Memory and Reality in Contemporary Korea; Education and Social Changes in Contemporary Korea; Korean Diaspora)

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2012 Jung, M.S., & Jo, J.O. (2012). "Critique of the Mechanism of Ideological Reproduction in Multicultural Education in South Korea." *Korean Journal of Sociology of Education*, 22(2), 211- 232.
- 2012 Jo, J.O. (2012). "Ties and Breaks of Kinship and Friendship: Ethnic Korean Return Migrants' Narratives on Home, Migration, and Family." *2012 National Symposium for Post-docs in Foreign Language and Comparative Literature, conference proceeding*, Yanbian University, Yanji, China: 54-74.

Jonathan Juliano

Clinical Assistant Professor of Medicine, School of Medicine, UNC-CH

Education: 2001, M.D., University of North Carolina at Chapel Hill

Languages: English

Appointed/Tenure status: 2009, tenure track

Research/training specializations: Malaria drug resistance, diversity and population evolution

Overseas experience: Cambodia, Thailand

Distinctions: University of North Carolina School of Medicine (NIH Study Sections, Journal Editor Advisor, Journal of Clinical Microbiology), University of North Carolina School of Medicine- Infectious Disease Fellowship (Terry Lee Award, 2007), Environmental Sciences Achievement Award, 1998

Relevant Courses taught: Focuses in in addressing the problems of the emergence and transmission of neglected tropical diseases

Percentage of time devoted to Asian studies: <35%

Recent Publications:

- 2013 "Development of a capillary electrophoresis-based heteroduplex tracking assay to measure in-host genetic diversity of initial and recurrent Plasmodium vivax infections in Cam" Givens MB, Lin JT, Lon C, Gosi P, Char MC, Lanteri CA, Saunders DL, Juliano JJ.
- 2013 Lin, J.T., Patel, J.C., Kharabora, O., Sattabongkot, J., Muth, S., Ubalee, R., Schuster A.L., Rogers, W.O., Wongsrichanalai, C., and **Juliano, J.J.** (2013) "Plasmodium vivax Isolates from Cambodia and Thailand Show High Genetic Complexity and Distinct Patterns of P. vivax Multidrug Resistance Gene 1 (pvmr1) Polymorphisms." *Am J Trop Med Hyg.* 88(6): 1116-23. (PMC3752811)

Yuko Kato

Senior Lecturer in Japanese, Department of Asian Studies, UNC-CH

Education: M.A. in Applied Linguistics, Teachers College, Columbia University (1993)

Appointed/Tenure status: 1993, fixed term

Languages: Japanese (5)

Research/training specializations: Japanese Language Teaching, Oral proficiency testing (oral proficiency interview tester)

Overseas experience: Japan

Relevant courses taught: Japanese 101-306; 4th-year courses: "Working in Japan," "Making Music in Japan," "Japanese Culture through Films and Literature," "Japanese TV Dramas," and "Introduction to Advanced Japanese"

Percentage of time devoted to Asian studies: 100%

Joseph Kennedy

Professor of Law, School of Law, UNC-CH

Education: J.D., UCLA School of Law (1987)

Appointed/Tenure status: 1997, tenured

Languages: Chinese (2)

Research/training specializations: Research includes the sociology and politics of mass incarceration, criminal law, computer crime, and the Chinese legal System.

Overseas experience: Fulbright Lecturer (Norwest University, Xi'an, China- taught International Law and Intellectual Property Law).

Distinctions: Stanford/Yale Junior Faculty Forum, Selected Paper in Criminal Law (2002). International scholarly competition open to all law faculty within first seven years of teaching. Fulbright Lecturer Award, CIEES, Spring, 2012

Ethics Fellow, Institute of Arts and Humanities, University of North Carolina at Chapel Hill (2004). Recipient of Pogue Leave (2003). University-wide competitive leave providing one semester research sabbatical.

Dissertations and theses supervised in past 5 years: N/A

Relevant courses taught: Criminal Justices Policy, Criminal Law and Criminal Procedure Investigation: Doctrine & Writing Skills

Percentage of time devoted to Asian studies: 10%

Recent Publications:

- | | |
|------|--|
| 2013 | <i>Staples v. U.S. and the Innocent Machine Gun Owner: The Good, The Bad, and the Dangerous, in Criminal Law Stories</i> (Donna Coker & Robert Weisberg ed.), Foundation Press (2013). |
| 2009 | <i>The Jena 6, Mass Incarceration, and the Remoralization of Civil Rights</i> , 44 <i>Harvard Civil Rights-Civil Liberties Law Review</i> (2009). |
| 2007 | <i>Report of the U.S. Delegation: International Conference on New Theoretical Systems of Criminal Law</i> , China University of Law and Political Science, Beijing, People's Republic of China, October 2007 (coauthor). |

Doria El Kerdany

Lecturer, Department of Asian Studies, UNC-CH

Education: M.A., Teaching Arabic for Non-Arabic Speakers, American University in Cairo, Egypt, 2007

Appointed/Tenure status: 2009, fixed term

Languages: Arabic (5)

Research/training specializations: language through Middle Eastern culture, social justice

Overseas experience: Egypt

Relevant courses taught: Arabic language courses (Elementary, Intermediate and Advanced) and Readings in Arabic

Percentage of time devoted to Asian studies: 100%

Recent Publications:

2011 *Rimal Na'emah* (Fine Quicksand), a novel, Cairo

Michelle King

Associate Professor, Department of History, UNC-CH

Education: Ph.D. University of California, Berkeley, 2007

Appointed/Tenure status: 2008, tenured in 2014

Languages: Chinese (4)

Research/training specializations: gender, the body, imperialism/colonialism in the cultural history of nineteenth and twentieth-century China

Overseas experience: China

Distinctions: ACLS fellowship, Mellon Fellowship, Peking University/Harvard-Yenching Institute Fellowship, Mabelle Macleod Lewis Memorial Fellowship, Grier-Woods China Fellowship

Relevant courses taught: History courses regarding China: (Twentieth-Century China, Late Imperial China, Gender in Chinese History, The Cultural History of Food in China, China Bound: Western Travel Writing on China)

Percentage of time devoted to Asian studies: <80%

Recent Publications:

2014 *Between Birth and Death: Female Infanticide in Nineteenth-Century China* (Stanford University Press, 2014)

2012 "Working With/In the Archive," in *Research Methods for History*, ed. Simon Gunn and Lucy Faire (Edinburgh University Press, 2012), 13–29

2009 "Replicating the Colonial Expert: The Problem of Translation in the Late Nineteenth-Century Straits Settlements" in *Social History* 34.4 (November 2009), 428–46

Scott Kirsch

Associate Professor, Department of Geography, UNC-CH

Education: Ph.D., University of Colorado at Boulder, 1997

Languages: English

Appointed/Tenure status: 2009, tenured

Research/training specializations: Historical, cultural, & political geography; history of science; social theory. Focuses on geographies of science & technology, historical and contemporary US geopolitics, geographies of war and peace, marxism and political economy, science & technology studies, history of cartography

Overseas experience: Philippines

Distinctions: National Science Foundation Grant, "The National Map in a Global Age: A Study of Science, Territoriality, and Governance in the U.S. and Philippines during the Late 19th and Early 20th Centuries," 2005

Dissertations and theses supervised in past 5 years: 6

Relevant courses taught: undergraduate and graduate courses in geography, social theory and science studies.

Percentage of time devoted to Asian studies: 25%

Recent Publications:

- 2014 Kirsch S. 2014. "War and peace" in P Cloke, P Crang, M Goodwin (eds) *Introducing Human Geographies*, revised 3rd edn, 542-555. London and New York: Routledge
- 2014 "Insular territories: US colonial science, geopolitics, and the (re)mapping of the Philippines." *The Geographical Journal* (Feb, 2014)
- 2011 Kirsch, S. 2011. "Object Lessons: War and American Democracy in the Philippines" in *Reconstructing Conflict: Integrating War and Post-War Geographies*. Ashgate, Critical Geopolitics Series, pp. 203-225.

Charles Kurzman

Professor, Department of Sociology, UNC-CH

Co-Director of the Carolina Center for the Study of the Middle East and Muslim Civilizations

Education: Ph.D., University of California at Berkeley, Department of Sociology, 1992

Appointed/Tenure status: 2008, tenured

Languages: Arabic (3)

Research/training specialization: Political Sociology, Social Movements, Middle East and Islamic studies

Overseas Experience: France, Iran, Mexico, Portugal, Turkey, United Kingdom, Uzbekistan

Distinctions: Henry Luce Foundation, "Islamic Political Parties," 2013. National Institute of Justice, "Countering Violent Extremism: Effective Policing Practices for Cooperation with Muslim-American Communities," 2013-2014, with David Schanzer. National Science Foundation, "How Social Science Maps the World," 2011-2013.

Dissertations and theses supervised in past 5 years: 11

Relevant courses taught: graduate and undergraduate courses including Classical Social Theory, Comparative-Historical Sociology, Contemporary Social Theory, Middle East Politics, Middle East Studies Practicum, International Development, Political Sociology, Social Theory, Sociology of the Islamic World

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- 2011 *The Missing Martyrs: Why There Are So Few Muslim Terrorists* (New York: Oxford University Press, 2011)
- 2010 "Who are the Islamists?" in *Rethinking Islamic Studies: From Orientalism to Cosmopolitanism*, ed. Carl W. Ernst and Richard C. Martin (Univ. of South Carolina Press, forthcoming 2010)

Holning Lau

Associate Professor of Law, School of Law, UNC-CH

Education: J.D., University of Chicago, 2005

Appointed/Tenure status: 2009, tenured

Languages: Chinese (5)

Research/training specializations: Research focuses on the regulation of sexual orientation and gender identity, grace periods in human rights remedies, and the ways in which rights discourses spread around the world

Overseas experience: Hong Kong and China

Distinctions: SONG award, 2012

Relevant courses taught: Teaches Family Law, Children & the Law, Law & Sexuality and Asian Legal Perspectives

Percentage of time devoted to Asian studies: 35%

Recent Publications:

- 2014 Kelley Loper, Holning Lau & Charles Q. Lau, "Research Shows a Majority of People in Hong Kong Support Gay and Lesbian Couples' Rights, Not Necessarily Marriage," briefing paper released by the Centre for Comparative and Public Law at the University of Hong Kong (2014) (in English and Chinese)
- 2014 Holning Lau, Charles Q. Lau & Kelley Loper, "Public Opinion in Hong Kong about Gays and Lesbians: The Impact of Interpersonal and Imagined Contact" 26 *International Journal of Public Opinion Research* (2014).
- 2010 Po-Jen Yap & Holning Lau, *Public Interest Litigation in Asia* (co-edited volume with co-authored introduction, Routledge 2010).

Stanley Lemon

John Sealy Distinguished University Chair and Professor, Departments of Microbiology & Immunology and Internal Medicine, Director, Institute for Human Infections and Immunity, UNC-CH

Education: M.D., University of Rochester, 1972

Appointed/Tenure status: 1977, tenured

Languages: English

Research/training specializations: Interested in the innate immune responses to RNA viruses, and how these viruses have evolved to escape these host defenses. Our research focuses on the molecular pathogenesis of hepatitis C virus (HCV) - related liver diseases, including in particular HCV-associated hepatocellular carcinoma, and the development of effective therapies for hepatitis C.

Overseas experience: Japan

Distinctions: Meritorious Service Medal United States Army (4 November 1983); Kenan Research Leave The University of North Carolina at Chapel Hill (1989-1990); Commissioner's Special Citation U.S. Food and Drug Administration (May 10, 1996)

Percentage of time devoted to Asian studies: 15%

Recent Publications:

- 2006 Committee on Advances in Technology and the Prevention of Their Application to Next Generation Biowarfare Threats (S.M. LEMON and D. Relman, Committee Co-Chairs), *Globalization, Biosecurity, and the Future of the Life Sciences*. National Academy Press, Washington, DC.
- 2006 S.L. Knobler, T. Burroughs, A. Mahmoud, S.M. Lemon (eds.), *Ensuring an Infectious Disease Workforce: Education and Training needs for the 21st Century*. National Academy Press, Washington, DC.

Christian Cunningham Lentz

Assistant Professor, Department of Geography, UNC-CH

Education: Ph.D. in Development Sociology, Cornell University, 2011

Appointed/Tenure status: 2011, tenure track

Languages: Vietnamese (4), Indonesian (4)

Research/training specializations: Brings classic themes of social inquiry such as nationalism, state formation, and agrarian political economy into dialog with concepts of history, space, and social difference (e.g., racial and ethnic formations).

Overseas experience: Vietnam

Distinctions: Vietnam Studies Group Graduate Student Essay Prize for “Making the Northwest Vietnamese.” Association for Asian Studies (AAS), Honolulu, HI. (2011) Philip Taietz Graduate Student Essay Award for “Mobilizing and State Formation on a Frontier of Vietnam.” Development Sociology, Cornell. (2010) Randy Barker dissertation write-up award. Southeast Asia Program (SEAP), Cornell. (2009)

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught: Geography courses (“Vietnam” First Year Seminar, “People and Places: Geographies of Globalization,” “Agriculture, Good and Society,” “Research Methods in Geography,” and “Agrarian Studies” [Graduate Seminar])

Percentage of time devoted to Asian studies: 50%

Recent Publications:

2014 Lentz, Christian C. “The King Yields to the Village? A Micro-politics of State making in Northwest Vietnam,” *Political Geography* 39 (2014): 1-10.

2013 Lentz, Christian C. “Mountain Village Head,” in *Figures of Southeast Asian Modernity*. J. Barker, E. Harms, and J. Lindquist, eds (Honolulu: U. Hawaii).

Lauren Leve

Associate Professor, Department of Religious Studies, UNC-CH

Education: Ph.D., Princeton University, 1999

Appointed/Tenure status: 2004, tenured

Languages: Nepali (4), Newari (2)

Research/training specializations: Ethnographic methods and the ethnography of religion; Buddhism in South and Southeast Asia; personhood and identity; gender and feminist theory; globalism, nationalism, and postcoloniality; anthropology of religion; religions of South Asia and Nepal.

Overseas experience: South and Southeast Asia

Distinctions: 2004-5 Harry Frank Guggenheim Foundation Research Award, 2004-5 Program Fellow, Program in Agrarian Studies, Yale University; 2002-3 Mildred McAfee Horton fund “Large Grant” for faculty research (Wellesley College); 1996-8 Woodrow Wilson Fellow, Society of Fellows at Princeton University

Relevant courses taught: Courses focused on South and Southeast Asia (Buddhism and the anthropology of the religions of these regions).

Percentage of time devoted to Asian studies: 100%

Recent Publications:

2012 *The Buddhist Art of Living in Nepal: Ethical Practice and Religious Reform*. London: Routledge.

2007 “‘Failed Development’ and Rural Revolution in Nepal: Rethinking Subaltern Consciousness and Women’s Empowerment.” *Anthropological Quarterly*. Vol. 80, no.1 (Winter 2007): 127-172.

Wendan Li

Associate Professor, Department of Asian Studies, UNC-CH

Education: Ph.D. in Linguistics, University of Alberta, 1996

Appointed/Tenure status: 1999, tenured

Languages: Chinese (5)

Research/training specializations: Chinese linguistics: text structure; discourse analysis; syntax-semantics interface; pragmatics; writing and calligraphy; Chinese language and society

Overseas experience: East Asia, specifically China

Distinctions: Jimmy and Judy Cox Asia Initiative Summer Travel Award 2013, Carolina Asia Center Course Development Award 2011, Grier/Woods Presbyterian Initiative Fellowship in Chinese Studies 2009, Grier/Woods Presbyterian China Initiative Travel Awards 2007, Boardman Family Foundation Grant 2005

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught: Chinese language and culture courses (Chinese Language and Society, Chinese Culture through Calligraphy, Advanced Chinese Grammar and Chinese-English Translation and Interpreting)

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2011 "Chinese calligraphy courses in American universities." (in Chinese) *Yuyan Jiaoxue yu Yanjiu* (Language Teaching and Linguistic Studies) 2011(4).
- 2010 *Chinese Writing and Calligraphy*. Hawaii: University of Hawai'i Press.
- 2010 "Features of Advanced L2 Chinese Writing and their Implications for the Teaching of Vocabulary." (in Chinese) *Journal of Chinese Language Teachers Association* 45.3
- 2009 "The Role of a Chinese Calligraphy Course to Supplement Chinese Language Teaching." *Journal of Chinese Language Teachers Association* 44.2.

Jessica Lin

Assistant Professor of Medicine, School of Medicine, UNC-CH

Education: M.D., Baylor College of Medicine, 2005

Appointed/Tenure status: 2012, fixed term

Languages: Chinese (5)

Research/training specializations: An Infectious disease clinician-scientist with a primary research interest in malaria in Southeast Asia. Works with clinical investigators in Thailand and Cambodia who are documenting emerging trends in multidrug-resistant falciparum malaria.

Overseas experience: China, Thailand and Cambodia

Distinctions: UNC School of Medicine- Infectious Disease Fellowship, UNC Explorations in Global Health Grant, 2013, UNC University Council Research Grant, 2012, NIH Loan Repayment Award, 2012

Dissertations and theses supervised in past 5 years: N/A

Relevant courses taught: Clinical responsibilities included education of medical students and residents rotating on the Infectious Disease inpatient and consult services (6 weeks/year), as well as supervision of fellows in the Infectious Disease outpatient clinic (1/2 day each week).

Percentage of time devoted to Asian studies: 15%

Recent Publications:

- 2013 "Development of a capillary electrophoresis-based heteroduplex tracking assay to measure in-host genetic diversity of initial and recurrent Plasmodium vivax infections in Cambodia." Givens MB, Lin JT, Lon C, Gosi P, Char MC, Lanteri CA, Saunders DL, Juliano JJ. *J Clin Microbiol*. 2014 Jan;52(1):298-301.

Jia Lin

Lecturer in Chinese, Department of Asian Studies, UNC-CH

Education: M.A. University of Iowa 2010

Appointed/Tenure status: 2010, fixed term

Languages: Chinese (5)

Research/training specializations: language proficiencies and communication skills; Chinese culture and classical wisdom; strategies-based reading instruction among L2 Chinese readers; CSL (Chinese as a second language) reading and writing; and second language learning strategies.

Overseas experience: China

Distinctions: Simulated Oral Proficiency Interview (SOPI) of Chinese Tester Certificate Grantor: Center of Applied Linguistic (June 2011), Mandarin Chinese (Putonghua) Certificate (First-class: 95.2/100) Grantor: The National Language Affairs Committee of China. (October 2005), PRAXIS-1 Test (Teacher Certification Examination) Grantor: Educational Testing Service (April 2007)

Relevant courses taught: Chinese language courses (Elementary, Intermediate and Advanced) as well as Advanced Written Chinese and Readings in Modern Chinese II

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2014 Helen H. Shen, **Jia Lin**, Ting Huang and Shu Zhu. *Teaching Chinese as a Second Languages: Reading Instruction Methods*. Peking University Press.
- 2008 "A Brief Analysis to Bing Xin's To Little Readers, Fujian" *Ai Xin (The Official Journal of Bing Xin Research Society)*, Volume 28, 2008.

Wei-Cheng Lin

Associate Professor, Department of Art, UNC CH

Education: Ph.D. in Art History, University of Chicago, 2006

Appointed/tenure status: 2006, tenured 2014

Languages: Chinese (5)

Research/training specialization: medieval Chinese architecture, in particular religious structures, dwellings for the living and the dead, and cities in the context of urban culture and practice

Overseas experience: China, Taiwan

Distinctions: Millard Meiss Publication Award, College Art Association, 2013; Grier/Woods Presbyterian China Initiative Fellowship in Chinese Studies, UNC, 2010-2011; Medieval and Early Modern Studies, Research Fellowship, UNC

Dissertations and theses supervised in last 5 years: 1

Relevant courses taught: Introduction to Art of East Asia; Art and Culture: from the Han to Tang; Envisioning Buddhism in Medieval China; Visual Art and Culture in Modern and Contemporary China; Graduate Seminars such as Rethinking (Chinese) Art History with Material Culture

Percentage of time devoted to Asian Studies: 100%

Recent publications:

- 2014 *Building a Sacred Mountain at Mount Wutai: Buddhist Monastic Architecture in Medieval China* (University of Washington Press)
- 2013 "Untranslatable Iconicity in Liang Sicheng's Theory of Architectural Translatability," *Art and Translation* 5, no. 2 (June 2013): 219-250.
- 2013 "Displacing and Displaying Mt. Wutai in Mogao Cave 61," *Artibus Asiae* 71, no. 1, 2013.

Pamela Lothspeich

Associate Professor, Department of Asian Studies, UNC-CH

Education: Ph.D. Comparative Literature, Columbia University 2003

Appointed/tenure status: 2008, tenured

Languages: Hindi (4); Sanskrit (2)

Research/training specialization: The Indian epics (Mahabharata and Ramayana) in Hindi literature and theater, and Indian literature and nationalism

Overseas experience: South Asia

Distinctions: Fulbright-Nehru Senior Research Fellowship, 2012-2013

Relevant courses taught: ASIA331 - Cracking India: Partition and its Legacy in South Asia; ASIA162 - Nation, Film and Novel in Modern India; ASIA261 - India through Western Eyes; ASIA89 - India Through the Lens of Master Filmmakers (FYS); ASIA490 - The Cities and Villages of India: A Historical and Cultural Tour; ASIA333 - The Mahabharata: Remembered and Reimagined; ASIA152 - Survey of South Asian Cultural History

Percentage of time devoted to Asian Studies: 100%

Recent publications:

- 2013 "The Radheshyam Ramayana and the Sanskritization of Khari Boli Hindi," *Modern Asian Studies* 47:5 (September 2013): 1644-1677.
- 2009 *Epic Nation: Reimagining the Mahabharata in the Age of Empire* (Delhi: Oxford University Press, 2009).
- 2008 "The Mahābhārata as National History and Allegory in Modern Tales of Abhimanyu," *Bulletin of the School of Oriental and African Studies* 71:2 (June 2008): 255-277.

Jodi Magness

Distinguished Professor, Department of Religious Studies, UNC-CH

Education: Ph.D. (1989), University of Pennsylvania

Appointed/tenure status: 2002, tenured

Languages: Classical Arabic (2)

Research/training specialization: Classical and Near Eastern Archaeology

Overseas experience: Middle East

Distinctions: Kenan Distinguished Professor for Teaching Excellence in Early Judaism (beginning January 2003). The Archaeology of Qumran and the Dead Sea Scrolls won the 2003 Biblical Archaeology Society Award for the Best Popular Book in Archaeology of 2001-2002 and was selected as an "Outstanding Academic Book for 2003" by Choice Magazine.

Dissertations and theses supervised in last 5 years: 3

Relevant courses taught: Archaeology of Palestine in the New Testament Period; Archaeology of Qumran and the Dead Sea Scrolls; Ancient Synagogues; Excavating Josephus; Introduction to Early Judaism; A Comparative Historiography of the Israelite and Muslim Conquests of Palestine.

Percentage of time devoted to Asian Studies: 30%

Recent publications:

- 2007 Co-authored with Guy D. Stiebel, "The Military Equipment from Masada," in Masada VIII, *The Yigael Yadin Excavations 1963-1965, Final Reports* (Jerusalem: Israel Exploration Society, 2007), pp. 1-94.
- 2005 "Heaven on Earth: Helios and the Zodiac Cycle in Ancient Palestinian Synagogues," *Dumbarton Oaks Papers* 59 (2005), pp. 1-52.
- 2004 *Debating Qumran: Collected Essays on Its Archaeology*, Leuven: Peeters, 2004
- 2003 *The Archaeology of the Early Islamic Settlement in Palestine*, Winona Lake, IN: Eisenbrauns, 2003

Steven Meshnick

Professor, Department of Microbiology & Immunology, UNC-CH

Education: MD Medicine, Cornell University Medical College 1979; Ph.D. Medical Biochemistry, Rockefeller University 1978

Appointed/tenure status: 2001, tenured

Languages: English

Research/training specialization: Infectious Disease Epidemiology, Malaria, Tick-borne diseases, AIDS-associated opportunistic infections

Overseas experience: Southeast Asia 10%

Distinctions: Fulbright Scholar, University of Oxford, 1999

Dissertations and theses supervised in last 5 years: 27

Relevant courses taught: EPID726 - Epidemiological Research Methods; EPID755 - Introduction to Infectious Disease Epidemiology; EPID756 - Control of Infectious Diseases in Developing Countries

Percentage of time devoted to Asian Studies: <10%

Recent publications:

- 2008 Wongsrichanalai C, Meshnick SR (2008). "Declining artesunate-mefloquine efficacy against falciparum malaria on the Cambodia-Thailand border." *Emerg Infect Dis.* 14(5):716-9.
- 2007 Alker AP, Lim P, Sem R, Shah NK, Yi P, Bouth DM, Tsuyuoka R, Maguire JD, Fandeur T, Arieu F, Wongsrichanalai C, Meshnick SR (2007). "Pfmdr1 and in vivo resistance to artesunate-mefloquine in falciparum malaria on the Cambodian-Thai border." *Am J Trop Med Hyg.* 76(4):641-7.

Townsend Middleton

Assistant Professor, Department of Anthropology, UNC-CH

Education: Ph.D. Cornell University, 2010

Appointed/Tenure status: 2012, tenure track

Languages: Hindi-Urdu (3), Nepalese (3)

Research/training specializations: Anthropologies of South Asia

Overseas experience: South Asia

Distinctions: Faculty Fellow, Institute for the Arts and Humanities, UNC, 2014; ACLS Fellowship, 2012; Fulbright-III, 2007

Dissertations and theses supervised in past 5 years: 2

Relevant courses taught: ANTH 259 "Culture and Identity," ANTH 499 "Community in India and South Asia," ANTH 259 "Culture and Identity"

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- 2013 "Anxious Belongings: Anxiety and the Politics of Belonging in Subnationalist Darjeeling." *American Anthropologist* 115(4). 608-621.
- 2013 "States of Difference: Refiguring Ethnicity and its 'Crisis' at India's Borders." *Political Geography* 35. (Special Issue: Geographies at the Margins: Interrogating Borders in South Asia.) 14-24.
- 2013 "Scheduling Tribes: A View from Inside India's 'Ethnographic State'." *FOCAAL: Journal of Global and Historical Anthropology* 65. (Special Issue: Affirmative Action in South Asia). 13-22

Kathryn Muessig

Assistant Professor, Health Behavior, School of Global Public Health, UNC-CH

Education: Ph.D., John Hopkins Bloomberg School of Public Health, 2011

Languages: Chinese (3)

Appointed/Tenure status: 2013, tenure track

Research/training specializations: health behavior in China

Overseas experience: China

Distinctions: Postdoctoral Award for Research Excellence, UNC-CH, 2012; Ruth L. Kirschstein National Research Service Award (NRSA), National Institutes of Health, 2009; Fulbright-IIE to China, 2008; Fulbright-Hays to China, 2007; Boren Fellowship, 2007

Relevant courses taught: A range of global public health courses for graduate and undergraduate students

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- | | |
|------|---|
| 2014 | Muessig KE, McLaughlin MM, Nie JM, Cai WP, Tucker JD. "Suboptimal antiretroviral treatment adherence among HIV-infected adults in Guangzhou, China." <i>AIDS Care</i> |
| 2014 | Muessig KE, Smith MK, Maman S, Huang YY, Chen XS. "Advancing the prevention agenda for HIV and other sexually transmitted infections in South China: social science research to inform effective public health interventions." <i>AIDS and Behavior</i> |
| 2014 | Henderson GE, Maman S, Huang YY, Muessig KE, Pan SM. "Social contexts of heterosexual transmission of HIV/STI in Liuzhou City, China." <i>AIDS and Behavior</i> . Special issue: Contextualizing HIV/STI Risk: Interdisciplinary Studies in a South China City, 2014. |
| 2013 | Muessig KE, Cohen MS. "China, HIV, and syphilis among MSM: an urgent call to action." <i>Clinical Infectious Diseases</i> . 10 Jul 2013;57(2):310-3 |

Yun-Dong Nam

Professor, Department of Art, UNC-CH

Education: MFA (1990), Cranbrook Academy of Art, Bloomfield Hills, Michigan

Appointed/tenure status: 1995, tenured

Languages: Chinese (2), Japanese (3), Korean (5)

Research/training specialization: Fine Art (Sculpture/Painting and Ceramic Art); East Asian ceramics

Overseas experience: Korea and Japan

Distinctions: artist residency at the Bemis Foundation in Omaha, Nebraska; first prize from the Korean Arts Foundation of America

Relevant courses taught: studio art

Percentage of time devoted to Asian Studies: 25%-50%

Recent publications:

- | | |
|------|--|
| 2012 | "The Asian American Artist," Exhibition at the Kentucky Museum of Arts & Design in Louisville, |
| 2012 | "6595 Miles (10614 KM)," Exhibition at the Network Gallery of the Cranbrook Museum of Art in Bloomfield, MI. |
| 2012 | Solo exhibition held at the Tho-Art Space Gallery in Seoul, Korea |

Christopher Nelson

Associate Professor, Department of Anthropology, UNC-CH

Education: Ph.D., University of Chicago, 2002

Languages: Japanese (4)

Appointed/Tenure status: 2002, tenured

Research/training specializations: History and Memory; Everyday Life; Ethnography; Critical Theory; Storytelling, Ritual and Performance; Japan and Okinawa. Central theme of his research has been transformational possibilities of every day life.

Overseas experience: Japan

Distinctions: Fulbright Fellowship, Fulbright-Hays, ACLS Burkhardt Fellowship, National Humanities Center fellowship, UNC's Institute for the Arts and Humanities

Dissertations and theses supervised in past 5 years: 4

Relevant courses taught: Anthropological courses (149: Marxism and Anthropology, 330: Japan, Myth, and Memory, 331: Anthropology of Memory, 701 & 702: Sociocultural Theory and Ethnography, 897: History, Memory and Forgetting)

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2013 "Dances of Memory, Dances of Oblivion." *The Asia-Pacific Journal*, Vol. 11, Issue 11, No. 2. March 18, 2013.
- 2012 "Occupation Without End: Opposition to the U.S. Military in Okinawa." *South Atlantic Quarterly*, Fall 2012.
- 2011 "A Letter from Okinawa." Hot Spots 3.11. *Cultural Anthropology*, 2011.
- 2010 "No Better Friend, No Worse Enemy." *Anthropology and Global Counterinsurgency*, edited by John D. Kelly. Chicago: University of Chicago Press, 2010.

Reiko Nitta

Lecturer in Japanese, Department of Asian Studies, UNC-CH

Education: M.A., Japanese Linguistics and Language Pedagogy, University of Arizona, 2008

Appointed/Tenure status: 2011, fixed term

Languages: Japanese (5)

Research/training specializations:

Overseas experience: Japan

Distinctions: Japanese Language Teaching Competency Test, TEFL certificate

Relevant courses taught: Japanese language courses

Percentage of time devoted to Asian studies: 100%

Recent Publications:

Donald Nonini

Professor and Director of Graduate Studies, Department of Anthropology, UNC-CH

Education: Ph.D. in Anthropology, Stanford University, 1983

Appointed/tenure status: 1987, tenured

Languages: Chinese (3), Min Nan (Hokkie) (2), Indonesian (2), Malay (2)

Research/training specialization: Sociocultural anthropology; Southeast Asia with special interest in Malaysia, Singapore, and Indonesia, Chinese populations in urban Southeast Asia; political economy; globalization and transnational migration in the Asia-Pacific region; ethnic politics and citizenship

Overseas experience: East Asia (25%-50%), Southeast Asia (50%-75%)

Distinctions: Reynolds Competitive Leave, Office of the Chancellor, UNC Chapel Hill, Spring 2000. NEH Summer Stipend Award, National Endowment for the Humanities, Summer 2000. President-Elect, Society of Urban, National and Transnational Anthropology, American Anthropological Association, 2008-2009

Dissertations and theses supervised in last 5 years: 5

Relevant courses taught: Anthropology 578: "Chinese Diaspora in the Asia-Pacific"; Anthropology 491: "Political Anthropology"; Anthropology 567: "Urban Anthropology"

Percentage of time devoted to Asian Studies: 75%-100%

Recent publications:

- 2014 *A Companion to Urban Anthropology*, edited by Donald Nonini. Oxford: Blackwell Publishers, 2014
- 2013 "The "Local Food Movement" and the Anthropology of Global Systems," *American Ethnologist* 40,2: 267-275
- 2013 "The New Caesarisms: Repressive Ententes, Organized Crime, and the Corporate State," in *Challenging the State: Transmutations of Power in Contemporary Global Realities*, edited by Bruce Kapferer, Berghahn Books, 2013
- 2012 "Theorizing Transnational Movement in the Current Conjuncture: Examples from/of/in the Asia Pacific," in *Migration in the 21st Century: Ethnography and Political Economy*, edited by Pauline Gardiner Barber and Winnie Lem, pp. 64-88. New York and London: Routledge, 2012

Thupten Norbu

Associate Director, Carolina Asia Center, UNC-CH

Education: Master of International Development Policy, Duke University 2013

Appointed/Tenure Status: 2013, not applicable

Languages: Bhutia (5) Tibetan (5), Hindi-Urdu (4), Nepali (4)

Research/training specializations: Education experience in Development Management and Governance, Project Design and Administration, and Monitoring and Evaluation. Workshops attended on Federal Rules and Regulations governing federally-funded grants and cooperative agreements and Monitoring and Evaluation. International Development experience in South and Southeast Asia

Overseas experience: Afghanistan, India, Sri Lanka, Indonesia, Singapore and Timor-Leste

Distinctions: FLAS Fellowship 2012-13; Board of Visitors at Sanford School of Public Policy 2012-13; Executive Member, Tibetan Association of Northern California, 2006-11; Davis United World College Fellowship 2001-06

Percentage of time devoted to Asian studies: 100%

Recent Reports:

- 2013 *Strategy for Timor-Leste to Prepare for and Participate in The Association of Southeast Asian Nations*, Master Project, Sanford School of Public Policy, Duke University
- 2012 *A Snapshot Assessment of the Parliament Watch Project, Year One and Year Two, Project Implemented by Judicial System Monitoring Program*, Report for The Asia Foundation, Timor-Leste

Rita O'Sullivan

Associate Professor, School of Education

Executive Director, Evaluation, Assessment and Policy Connections (EvAP), School of Education
Director of Evaluation, NC Translational Research Science Center (NC TraCS), School of Medicine

Education: EdD (1984) Auburn; MA (1976) California Polytechnic; BA (1971) UC-Berkeley

Appointed/Tenure status: 1999, tenured

Research/training specializations: Program evaluation, case study methods, research design, qualitative methods; program evaluation assistance and training for local, state, national and international organizations.

Relevant Experience: Developed and led EvAP Evaluation Institute; evaluation consultant for numerous secondary and post-secondary institutions including External Evaluation of GEAR UP North Carolina Cohort 3; Development of Evaluation Tool Kit for K-12 International Presenter Programs, U.S. Department of Education.

Distinctions: Graduate Education Diversity Internship Program, Internship Supervisor (2009-2012); Ingle Distinguished Service Award, American Evaluation Association (2002); Lifetime Achievement Award, North Carolina Association for Research in Education (2001).

Percentage of time devoted to Asian studies: 10%

Recent Publications:

- 2012 O'Sullivan, R. G., & Rodrigues-Campos, L. (Eds.) (2012) Special Issue on Collaborative Evaluation, Evaluation and Program Planning, 35(4).
- 2012 O'Sullivan, J. M., & O'Sullivan, R. G. (2012). Use of the Collaborative Evaluation Model in an agricultural development program in Southern Sudan. Evaluation and Program Planning, 35(4), 547-551.
- 2012 O'Sullivan, R. G. (2012). Collaborative evaluation in context. Evaluation and Program Planning, 35(4), 518-522.
- 2011 O'Sullivan, R. G., & Askew, K. (2011). A performance rubric to track the progress of a state-wide college access grant. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- 2004 O'Sullivan, R. G., (2004). Practicing Evaluation: A Collaborative Approach, Thousand Oaks, CA: Sage

Jongbae Park

Assistant Professor, School of Medicine, UNC-CH

Education: Ph.D., Kyung Hee University, Korea, 2001; KMD, Korean Medicine, Kyung Hee University, Korea, 1995

Languages: Korean (5)

Appointed/Tenure status: 2011, tenure track

Research/training specializations: Traditional Asian medicine, acupuncture

Overseas experience: Korea, China

Distinctions: 2013-2014 IBM UNC Junior Faculty Development Award

Relevant courses taught: research, clinical work, and teaching related to physical medicine, technology in rehabilitation

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- 2012 Park JJ, Beckman-Harned S, Cho G, Kim D, Kim H. "The current acceptance, accessibility and recognition of Chinese and Ayurvedic Medicine in the United States in the public, governmental, and industrial sectors." *Chin J Integr Med.* 2012; 18(6):405-408.

James Peacock

Kenan Professor of Anthropology, Department of Anthropology, UNC-CH

Education: Ph.D., Harvard University, 1965

Languages: Indonesian (4)

Appointed/Tenure status: 1987, tenured

Research/training specializations: Social Anthropology of Southeast Asia

Overseas experience: Asia

Distinctions: 2006 Citizen of the World (Council for International Affairs); 2008 Massey Award for Service; 2008 Johnson Award for Excellence in Teaching

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught: Anthropology courses at the graduate and undergraduate level

Percentage of time devoted to Asian studies: 35%

Recent Publications:

- 2007 *Identity Matters: Ethnic and Sectarian Conflict*. Edited with Patricia Thornton and Patrick Inman. Oxford: Berghahn Books
- 2001 Revised edition. *The Anthropological Lens*. Cambridge: Cambridge University Press.
- 2000 "Remember Who You Are" (Commentary on Identity), *Ideas*. National Humanities Center, Vol. 6, no.2, pp. 25-26.
- 1978 *Purifying the Faith: The Muhammadiyah Movement in Indonesian Islam* (Kiste-Ogan Social Change Series) Palo Alto: Cummings Press

Elisheva Perelman

Lecture, Department of Asian Studies, UNC-CH

Education: Ph.D., University of California at Berkeley, 2011

Languages: Japanese (3)

Appointed/Tenure status: 2012, fixed term

Research/training specializations: modern Japanese history

Overseas experience: Japan

Distinctions: 2010 Postdoctoral Fellowship for Foreign Researchers, Japan Society for the Promotion of Science and Social Science Research Council

Relevant courses taught: JAPN 150, Intro to Japanese Literature; JAPN 482, Embodying Japan; JAPN161, Geisha in History, Fiction, and Fantasy; JAPN 381, Women and Work in Japan

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2012 "The Exponent of Breath: How Foreign Evangelical Organizations Utilized a Public Health Lacuna in Japan for Their Own Benefit," *The International Journal of Science in Society*

Toan Phan

Assistant Professor in Economics, Department of Economics, UNC-CH
Chief of International Economics Research Group, Vietnam Center of Research in Economics Management and Environment (VCREME)

Education: Ph.D., Northwestern University, Illinois, 2012

Languages: Vietnamese (5)

Appointed/Tenure status: 2012, tenure track

Research/training specializations: International Macroeconomics, International Political Economy

Overseas experience: Vietnam

Distinctions: Center of International Macroeconomics Fellowship, Northwestern University, 2010-2012 Best Research Paper, Vietnam Economist Annual Meeting, 2011 Distinguished Teaching Assistant Award, 2007-2008 Northwestern University Graduate Fellowship, 2006-2009 Phi Beta Kappa, Bucknell University, 2004-2006

Dissertations and theses supervised in past 5 years: 5

Relevant courses taught: international economics

Percentage of time devoted to Asian studies: ~50%

Recent Publications:

- 2013 "Business Cycles with Revolutions," with Lance Kent, *Social Science Research Network*
2013 "Asset Bubbles and Global Imbalances," with Daisuke Ikeda, *Social Science Research Network*

John Pickles

Earl N. Phillips Distinguished Professor of International Studies,
Department of Geography, UNC-CH

Education: Ph.D. in Geography, University of Natal (1979) and the Pennsylvania State University (1983)

Languages: English

Appointed/Tenure status: 2001, tenured

Research/training specializations: issues of geographical and social change

Overseas experience: Asia

Distinctions: Earl N Phillips Distinguished Professor of International Studies and served as the Chair of the Department of Geography between 2007-2013. He is a Fellow of the Institute for Arts and Humanities and of the Center for Urban and Regions Studies.

Dissertations and theses supervised in past 5 years: 7

Relevant courses taught: Geographical courses (77/International Studies 77: Global Issues in a Changing World, 160: 'Geographies of Economic Change', 164/INST126: 'Europe Today: Transnationalism, Globalisms, and Geographies of Pan-Europe') International Studies courses

Percentage of time devoted to Asian studies: ~35

Recent Publications:

- 2014 Nicholas de Genova, Sandro Mezzadra, and John Pickles (editors). 2014. 'New Keywords: Borders and Migration'. *Cultural Studies*.
2014 Lan Tu and John Pickles. 2014. 'State regulation, economic reform and worker rights: the contingent effects of China's Labour Contract Law.' *Journal of Contemporary Asia*.
2009 John Pickles (ed). *State and Society in Post-Socialist and Post-Soviet Economies*. Palgrave Macmillan.
2004 *A History of Spaces: Cartographic Reason, Mapping and the Geo-Coded World*. Routledge.

Morgan Pitelka

Associate Professor, Department of Asian Studies, UNC-CH

Education: Ph.D. East Asian Studies, Princeton University 2001

Appointed/tenure status: 2010, tenured

Languages: Chinese (2), Japanese (4)

Research/training specialization: Pre-modern history of Japan, tea culture in Japan, East Asian ceramics, material culture, history of the samurai

Overseas experience: Japan, China

Distinctions: 2007-2008: NEH; 2011-2012: National Humanities Center

Dissertations and theses supervised in last 5 years: 7

Relevant courses taught: JAPN231 – Pre-modern Japanese History and Culture; JAPN451 - Exploring Japanese Material Culture; JAPN363 - History and Historiography of Japan's Long Sixteenth Century; ASIA150 - Asia, an Introduction

Percentage of time devoted to Asian Studies: 100%

Recent publications:

- 2014 "Warriors, Tea, and Art in Premodern Japan." *Samurai: Beyond the Sword*. Ed. Birgitta Augustin. Detroit Institute of Arts, 2014.
- 2013 "The Tokugawa Storehouse: Ieyasu's Encounters with Things." *Early Modern Things: Objects and their Histories, 1500-1800*. Ed. Paula Findlen. Routledge, 2013.
- 2007 *What's the Use of Art? Asian Visual and Material Culture in Context*. Co-editor with Jan Mrazek. Honolulu, HI: University of Hawai'i Press, 2007.
- 2005 *Handmade Culture: Raku Potters, Patrons, and Tea Practitioners in Japan*. Honolulu, HI: University of Hawai'i Press, 2005.

Barry Popkin

Carla Smith Chamblee Distinguished Professor of Global Nutrition, UNC-CH

Education: Ph.D. Cornell University, 1975

Appointed/tenure status: 1979, tenured

Languages: Hindi-Urdu (2)

Research/training specialization: Global nutrition

Overseas experience: India, the Philippines, China

Distinctions: The Gopalan Oration Award (2011); United Kingdom Rank Prize for Science (2010), Fellow, American Society of Nutritional Sciences (2010).

Dissertations and theses supervised in last 5 years: 5

Percentage of time devoted to Asian Studies: 75%

Recent publications:

- 2014 Zhang B, Zhai, Fengying, Zhai, Du, Shufa, Popkin, Barry M. "The China Health and Nutrition Survey, 1989-2011." *Obesity Reviews*. 15.
- 2014 Adair LS, Gordon-Larsen, Penny, Du, Shufa, Zhang, Bing, Popkin, Barry. "The emergence of cardiometabolic disease risk in Chinese children and adults: consequences of changes patterns of diet, physical activity, and obesity." *Obesity Reviews*.
- 2012 Popkin, Barry M., L.S. Adair, S.W. Ng (2012) "Global nutrition transition and the pandemic of obesity in developing countries." *Nutr Rev*. 70 (1):3-21.

Andrew Reynolds

Associate Professor, Department of Political Science, UNC-CH

Education: Ph.D. (1996) University of California-San Diego; M.A. (1992) University of Cape Town

Appointed/tenure status: 2001, tenured

Languages: English

Research/training specialization: Democratic design; ethnic conflict; plural societies

Overseas experience: Africa (50%-75%), Asia (<10%), International (25%-50%), Latin America (<10%), Middle East (10%-25%), Pacific Islands (<10%), Western Europe/European Union (EU) (<10%)

Distinctions: Ford Foundation (1999) Co-PI \$60,000 to support the conference Constitutional Design 2000 held December 1999 at the University of Notre Dame

Dissertations and theses supervised in last 5 years: 1

Relevant courses taught: POLI 067, Designing Democracy; POLI 130, Introduction to Comparative Politics; POLI 131, Political Change and Modernization; POLI 431, African Politics and Society

Percentage of time devoted to Asian Studies: 10%-25%

Recent publications:

- 2008 Reynolds, Andrew, "Reserved Seats in National Legislatures: A Comparative Approach," *Redistricting in Comparative Perspective*, eds. Bernard Grofman and Lisa Handley. Oxford, Oxford University Press, (2008).
- 2008 Reynolds, Andrew, "Options for Inclusion: Beyond Power Sharing," *The Handbook of Constitutional Design*. Stockholm, International Institute for Democracy and Electoral Assistance, (2008).

Jack Richman

Dean, School of Social Work, UNC-CH

Education: Ph.D. Counseling Education, Florida State University 1977; MSW Psychiatric Social Work, University at Albany 1974

Appointed/tenure status: 1983, tenured

Languages: English

Research/training specialization: Social support, School success, Children and Families

Overseas experience: Asia (<10%), Western Europe/European Union (EU) (<10%)

Distinctions: 2007-2008: NEH; 2011-2012: National Humanities Center

Dissertations and theses supervised in last 5 years:

Relevant courses taught: SOWO227 - Direct Social Work Practice; SOWO226 - Social Work Practice with Families; SOWO243 - Couples Practice; SOWO233 - Family Theory

Percentage of time devoted to Asian Studies: <10%

Recent publications:

- 2009 Fraser, M. W., Richman, J. M., Galinsky, M. J., & Day, S. H. (2009) *Intervention Research*. Oxford University Press, Tony Tipodi, Series editor,.
- 2007 Richman, J. M. & Fraser, M. W. (Eds.), (2007). *The Context of Youth Violence: Resilience, Risk, and Protection*. Peoples Republic of China National Population and Planning Commission Press (translated and reprinted in Chinese).
- 2004 Richman, J. M. & Cook, P. G. "Teaching family development for the changing family: The staircase model." *Journal of Teaching in Social Work*, Volume 24, Issue 1 & 2 May 2004, pages 1-18.

Ronald Rindfuss

Research Professor, Department of Sociology, UNC-CH

Education: Doctorate (1974), Princeton University

Appointed/tenure status: 1976, tenured

Languages: English

Research/training specialization: Social Demography, Marriage and Family; Trends and variations in fertility in the U.S. and Asia; Family and family change in the U.S. and Asia; Population and the environment

Overseas experience: East Asia (10%-25%), Southeast Asia (25%-50%), Western Europe/European Union (10%-25%)

Distinctions: ERDAS Award for Best Scientific Paper in Remote Sensing, First Place (with co-authors Stephen J. Walsh, Tom P. Evans, William F. Welsh and Barbara Entwisle), 2000

Dissertations and theses supervised in last 5 years: 3

Relevant courses taught: SOCI 833; SOCI 265

Percentage of time devoted to Asian Studies: 50%-75%

Recent publications:

- 2007 "Panel Studies and Migration." 2007 (with Toshiko Kaneda, Arpita Chattopadhyay, and Chanya Sethaput.) *Social Science Research* 36: 374-403.
- 2007 "Networks and Contexts: Variation in the Structure of Social Ties." 2007 (with Barbara Entwisle, Katherine Faust, and Toshiko Kaneda.) *American Journal of Sociology* 112(5): 1495-1533.
- 2007 "Measuring Housing Quality in the Absence of a Monetized Real Estate Market." 2007 (with Martin Piotrowski, Varachai Thongthai, and Pramote Prasartkul.) *Population Studies* 61(1): 35-52.
- 2006 "Spatial Simulation Modeling of Land Use/Land Cover Change Scenarios in Northeastern Thailand: A Cellular Automata Approach." 2006 (with Stephen J. Walsh, Barbara Entwisle and Philip Page.) *Journal of Land Use Science* 1: 5-28.

Xue Lan Rong

Professor, School of Education, UNC CH

Education: Ph.D. in Education, University of Georgia, 1988

Appointed/tenure status: 1993, tenured

Languages: Chinese

Research/training specialization: education in China, global education, migration theory

Overseas experience: China

Distinctions: Professional Achievement Alumni Award, College of Education, University of Georgia at Athens, 2009

Dissertations and theses supervised in last 5 years: 1

Relevant courses taught: Courses focused on infectious disease and reproductive health in developing countries.

Percentage of time devoted to Asian Studies: 10%-25%

Recent publications:

- 2010 **Rong, X. L.** "The Problems, Causes and Suggestions regarding the Equality and Equality Issues in Chinese Mandatory Education during the Nation's Economic Transition." In H. H. Zhang (ed.) *Chinese Studies in North America: Research, Teaching and Resources*. Beijing: China Book Company
- 2009 Park, C, Endo, R., & **Rong, X. L.** (Eds.) (2009). *New Perspectives on Asian American Parents, Students, and Teacher Recruitment*. Greenwich, CT: Information Age Publishing Inc

Steven Rosefield

Professor, Department of Economics, UNC-CH

Education: Harvard University, Economics, Ph.D., 1972

Appointed/tenure status: 1983, tenured

Languages: English, Russian (5)

Research/training specialization: Asian Economic Systems

Overseas experience: East Asia (25%-50%), Russia/Eastern Europe (50%-75%), Western Europe/European Union (10%-25%)

Distinctions: 1994-2013: Russian Academy of Natural Sciences; 2002-2004: Carnegie Foundation Fellow; 1965-1968: Woodrow Wilson Fellow; 1968-1970: Harvard Fellow; 2009-2012: Head Japan Foundation Project on the Impact of the Global Economic Crisis on Asia

Relevant courses taught: ECON469 - Comparative Asian Economic Systems

Percentage of time devoted to Asian Studies: 25%-50%

Recent publications:

2009 *Red Holocaust*. Routledge, 2009, p320.

2007 *Russian Economics from Lenin to Putin*, Blackwell 2007.

2007 Steven Rosefield and Quinn Mills, *Masters of Illusion: American Leadership in the Media Age*, Cambridge University Press, 2007.

Omid Safi

Professor, Department of Religious Studies, UNC-CH

Education: Ph.D. Islamic Studies, Duke university 2000

Appointed/tenure status: 2006, tenured

Languages: Persian (5), Arabic (4)

Research/training specialization: Islamic Studies with a focus on Iran, Turkey, and United States; Medieval Iranian Islam; Modern Islamic thought

Overseas experience: Africa (25%-50%), Middle East (75%-100%)

Distinctions: 2010-2010: J. Carlyle Sitterson Freshman Teaching Award, professor of the year

Relevant courses taught: REL1181 - modern Muslim civilizations; REL490 - Islam and Modernity

Percentage of time devoted to Asian Studies: 75%-100%

Recent publications:

2006 *The Politics of Knowledge in Premodern Islam*, Chapel Hill: UNC Press (2006).

2003 *Progressive Muslims: On Justice, Gender, and Pluralism*. Oxford: Oneworld, (2003).

Katsuhiko Sawamura

Lecturer in Japanese, Department of Asian Studies, UNC-CH

Education: M.S. in Education, University of Bridgeport, 1998.

Appointed/Tenure status: 2003, fixed term

Languages: Japanese (5)

Research/training specializations: games and sports in Japanese language pedagogy

Overseas experience: Japan

Distinctions: Course Development Grant, Carolina Asia Center, June 2012

Relevant courses taught: All levels of Japanese language

Percentage of time devoted to Asian studies: 100%

Joti Sekhon

Director of International Programs and Professor of Sociology at Winston-Salem State University

Education: Ph.D. in Sociology, University of Waterloo in Ontario, Canada, 1988

Appointed/Tenure Status: 2008, tenured

Languages: Hindi (5) and Punjabi (5)

Research/training specializations: Comparative-historical sociology, cultural theory, ethnic relations, social inequalities, gender, and social movements.

Overseas experience: India, Malaysia, China, Korea, Turkey

Dissertations and theses supervised in past 5 years: Not Applicable

Relevant courses taught: Contemporary Global Issues, Global Migration, Culture Geography, Comparative Ethnicity, Women: Global Trends, Culture/Society in India and Community Activism

Percentage of time devoted to Asian studies: 60%

Recent publications:

- | | |
|------|---|
| 2012 | “Establishing International Linkages at Historically Black Colleges and Universities: The Case of Winston-Salem State University.” With Peggy Valentine and Jessica Bailey in <i>Developing Strategic International Partnerships: Models for Initiating and Sustaining Innovative Institutional Linkages</i> . Edited by Susan Buck Sutton and Daniel Obst. New York: Institute for International Education |
| 2011 | “Global and Local Dynamics at the Cricket World Cup 2007 in the West Indies.” In <i>Humanity and Society</i> , Volume 35, Numbers 1 & 2, February/May 2011 |
| 2000 | <i>Modern India: A Volume in the Comparative Societies Series</i> , New York: McGraw-Hill |

Iqbal Singh Sevea

Assistant Professor, Department of History, UNC-CH

Education: Ph.D. in History, University of Oxford 2007

Appointed/tenure status: 2012, tenure track

Languages: Hindi (5), Indonesian (4), Malay (5), Panjabi (5), Urdu (5)

Research/training specialization: Socio-cultural, political and intellectual histories of modern South Asia

Overseas experience: South Asia, Southeast Asia

Distinctions: Beit Fund Research Grant, University of Oxford, 2004; Center for Global Initiatives Award, 2013.

Dissertations and theses supervised in last 5 years: 2

Relevant courses taught: HIST393 - Sex, Religion and Violence: Revolutionary Thought in Modern South Asia; HIST136 - South Asia since 1750; HIST390 - Engaging Islam: Islamic Thought and Practise in Modern and Contemporary South Asia; HIST292 - South Asia Since Independence: Society, Religion and Politics

Percentage of time devoted to Asian Studies: 100%

Recent publications:

- 2012 *The Political Philosophy of Muhammad Iqbal: Islam and Nationalism in Late Colonial India* (New York: Cambridge University Press, 2012)
- 2011 "Schooling the Muslim Nation: Muhammad Iqbal and Debates over Muslim Education in Colonial India," *South Asia Research*, 31.1 (February 2011), 69–86
- 2009 "The Ahmadiyya Print Jihad in South and Southeast Asia" in *Islamic Connections: Muslim Societies in South and Southeast Asia*, eds. M. Feener and T. Sevea (Institute of Southeast Asian Studies, 2009), 134–148

Sarah Sharma

Associate Professor, Department of Communication Studies, UNC-CH

Education: Ph.D., York University, Toronto, Ontario, 2006

Languages: English

Appointed/Tenure status: 2006, tenured

Research/training specializations: technology, labor, temporality, and biopolitics

Overseas experience:

Distinctions: 2009 Junior Faculty Development Grant

2009 Spring Institute for the Arts and Humanities Fellow Semester Leave

2007 Summer Spray-Randleigh Fellowship

2005-2006 Ontario Graduate Scholarship Recipient

Dissertations and theses supervised in past 5 years: 14

Relevant courses taught: Media and cultural courses focuses on the biopolitical social control necessary to contemporary global capitalism

Percentage of time devoted to Asian studies: ~20%

Recent Publications:

- 2014 *In the Meantime: Temporality and Cultural Politics*, Duke University Press
- 2014 "Because the Night Belongs to Lovers: Occupying the Time of Precarity"
Communication and Critical Cultural Studies (March 2014)
- 2013 "Critical Time" *Communication and Critical Cultural Studies* Vol. 10, Nos. 2-3, June-September 2013

Gwen Sherwood

Professor and Associate Dean, School of Nursing, UNC-CH

Education: Ph.D. University of Texas at Austin, 1988

Appointed/tenure status: 2005, tenured

Languages: English

Research/training specialization: international nursing education

Overseas experience: China

Distinctions: AJN 2013 Book of the Year for Management and Leadership

Relevant courses taught: a range of nursing courses

Percentage of time devoted to Asian Studies: 25%

Recent publications:

- 2013 *Quality and Safety in Nursing: A Competency Approach to Improving Outcomes*, Ed. With Barnsteiner, J. Wiley-Blackwell.
- 2008 Freshwater, D, Taylor, B, & **Sherwood, G** (Eds) (2008). *International textbook of reflective practice in nursing*. Oxford: Blackwell Publishing & Sigma Theta Tau Press.
- 2005 **Sherwood, G.**, & Liu, H. (2005). International collaboration for developing graduate education in China. *NursingOutlook*, 53(1), 15-20.

Sarah Shields

Bowman & Gordon Gray Distinguished Term Professor, Department of History,
UNC-CH

Education: Ph.D. (1986) University Of Chicago

Appointed/tenure status: 1993, tenured

Languages: Arabic (2)

Research/training specialization: Nationalism in the Middle East; Islamic civilization; Middle East history; economic and social history of the Ottoman Arab provinces

Overseas experience: Africa (25%-50%), International (25%-50%), Middle East (50%-75%)

Distinctions: Bowman and Gordon Gray Distinguished Term Professorship, 2010; Tanner Award for Excellence in Undergraduate Teaching, 2005

Dissertations and theses supervised in last 5 years: 3

Relevant courses taught: HIST 138, Introduction to Islamic Civilization; HIST 139, Later Islamic Civilization and the Modern Muslim World; A Century of Protest in the Middle East; The Middle East in the Modern Era; The Middle East and the West; Women in the Middle East; Revolution in the Modern Middle East; Readings in the History of the Middle East; Nations, Borders and Identities

Percentage of time devoted to Asian Studies: 15%

Recent publications:

- 2010 *Fezzes in the River*, New York: Oxford University Press, (2010).
- 2007 "The US and the Sancak Question: Navigating a New Relationship in a Rapidly-Changing Context," *American-Turkish Relations* (2007).
- 2007 "Imperial Myopia, the Prequel: Great Britain, the Mosul Question, and the League of Nations," *Iran and Iraq Face the Future* (2007).
- 2004 "Mosul Questions: Economy, Identity and Annexation," *The Making of Modern Iraq*, Reeva Simon (ed.), Columbia University Press (2004).

Anil Shivdasani

Distinguished Wachovia Professor, Kenan-Flagler Business School, UNC CH

Education: Doctorate (1992), Ohio State University, BA from Delhi University

Appointed/tenure status: 1992, tenured

Languages: Hindi-Urdu (5)

Research/training specialization: Corporate Governance Corporate Restructuring Capital Structure Mergers and Acquisitions Financing Structures and Transactions Capital Market Alternatives

Overseas experience: International (25%-50%)

Distinctions: Executive MBA Teaching Award (2002) Best Professor Award, MBA for Executives, 2006 Sarah Graham Kenan Distinguished Scholar

Dissertations and theses supervised in last 5 years: 6

Relevant courses taught: Corporate valuation, capital structure, financial strategies, mergers and acquisitions, and corporate governance.

Percentage of time devoted to Asian Studies: 15%

Recent publications:

- | | |
|------|---|
| 1999 | "Banks, Equity Ownership Structure, and Firm Value in Japan," (with Randall Morck and Masao Nakamura), 1999, <i>Journal of Business</i> , 1999 |
| 1999 | "The Effect of Bank Relations on Investment Decisions: An Investigation of Japanese Takeover Bids," with Jun-Koo Kang and Takeshi Yamada, 1999, <i>Journal of Finance</i> . |

Kumarini Silva

Assistant Professor, Department of Communication Studies, UNC-CH

Education: Ph.D., University of Oregon, 2004

Languages: Sinhalese (5)

Appointed/Tenure status: 2009, tenure track

Research/training specializations: Focuses on identity and identification, women and gender studies. As well as: global media, postcolonial and transnational studies and popular and consumer culture.

Overseas experience: India, Sri Lanka

Distinctions:

Dissertations and theses supervised in past 5 years:

Relevant courses taught: **Family Communication:** Kinship, Community, and Globalization

Percentage of time devoted to Asian studies: 25%

Recent Publications:

- | | |
|------|--|
| 2010 | "Global nationalisms, pastoral identities: Association for India's Development negotiates transnational activism" in <i>South Asian Popular Culture</i> (April, 2010) |
| 2010 | "Brown: From Identity to Identification, post 9/11" in the special issue <i>Deviant Brown</i> in the journal <i>Cultural Studies</i> . Routledge. (March 2010) |
| 2010 | "Race, Nation, and Ideology: CNN in Sri Lanka for Tsunami 2004" in <i>Tsunami Communication: (Inter)personal/intercultural, mass media, technological, philanthropic, ethical, and developmental responses</i> . Linda Fuller (Ed.), Hampton Press. (2010) |
| 2009 | "Oh, Give Me a Home: Diasporic Longings of Home and Belonging" for the journal <i>Social Identities</i> , (September 2009) |

Jennifer L. Smith

Associate Professor and Chair, Department of Linguistics, UNC CH

Education: Ph.D. in Linguistics, University of Massachusetts at Amherst, 2002

Appointed/tenure status: 2001, tenured

Languages: Japanese (4)

Research/training specialization: linguistics

Overseas experience: Japan

Distinctions: Chapman Family Fellowship (2014), National Science Foundation Graduate Research Fellowship (1995)

Dissertations and theses supervised in last 5 years: 12

Relevant courses taught: Structure of Japanese, Phonological Theory I, Phonological Theory II, Linguistic Field Methods

Percentage of time devoted to Asian Studies: 100%

Recent publications:

- 2013 "Fukuoka Japanese wh prosody in production and perception." *Lingua* 124: 96-130.
- 2012 "The formal definition of the ONSET constraint and implications for Korean syllable structure." In Toni Borowsky, Shigeto Kawahara, Takahito Shinya, and Mariko Sugahara (eds.), *Prosody Matters: Essays in Honor of Elisabeth Selkirk*, 73-108. London: Equinox.
- 2011 "[+wh] complementizers drive phonological phrasing in Fukuoka Japanese." *Natural Language and Linguistic Theory* 29(2): 545-559.
- 2006 "Loan phonology is not all perception: Evidence from Japanese loan doublets." In Timothy J. Vance and Kimberly A. Jones (eds.), *Japanese/Korean Linguistics, Volume 14*, 63-74. Stanford, CA: CSLI. Rutgers Optimality Archive #729

Jennifer Smith

Research Associate Professor, Department of Epidemiology, UNC CH

Education: Ph.D. (2000) Johns Hopkins; MPH (1995) Johns Hopkins

Appointed/tenure status: 2004, tenured

Languages: English

Research/training specialization: Infectious disease and reproductive health epidemiology, with a particular focus on human papillomavirus and herpes simplex virus type-2; studies of HPV in less-developed countries.

Overseas experience: Africa (25%-50%), Asia (10%-25%), International (100%), Latin America (10%-25%)

Distinctions: 2004 Lineberger Comprehensive Cancer Center Population Sciences Research Award; Full Member, UNC Lineberger Comprehensive Cancer Center; Center for Women's Health Research Associate; Steering Committee, Preventive Oncology International; Member, International Papillomavirus Society; Member, European Association for Cancer Research 2003 Elion Research Award, International Herpes Management Forum

Dissertations and theses supervised in last 5 years: 1

Relevant courses taught: Courses focused on infectious disease and reproductive health in developing countries.

Percentage of time devoted to Asian Studies: 10%-25%

Recent publications:

- 2010 Clifford G.M., Franceschi S., Pimenta J. M., Rana R. K. , Smith J. S., "HPV type distribution in low-grade cervical lesions: comparison by geographical region and with cervical cancer" *Cancer Epidemiol Biomarkers Prev.* 14(5):1157-64 (2005).

Sara H. Smith

Assistant Professor, Department of Geography, UNC-CH

Education: Ph.D., University of Arizona, 2009

Languages: Ladakhi (3)

Appointed/Tenure status: 2009, tenure track

Research/training specializations: Political cultural, and feminist geography; intimacy, territory, and bodies; health politics; geopolitical subject formation Ladakh, Jammu and Kashmir; South Asia. Her research seeks to understand how political and geopolitical conflict is constituted or disrupted through intimate acts of love, friendship and birth.

Overseas experience: South Asia

Distinctions: Social Science Research Council Book Fellowship 2011, Center for Global Initiatives Conference Travel Award 2011, Social Science Research Council International Dissertation Fellowship 2007, Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship 2007

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught: Geography 814: Seminar in Social Geography, "Bodies, Territory, Violence," Geography 267: South Asia, Geography: 120 World Regional Geography and Geography 399: Special Topics- Political and Cultural Geographies of South Asia

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- 2013 "Intimate territories and the experimental subject in the Leh District of India's Jammu and Kashmir State. *Ethnos*.
- 2012 Intimate geopolitics: Religion, marriage, and reproductive bodies in Leh, Ladakh. *Annals of the Association of American Geographers*. 102(6): 1511-1528.
- 2011 "She says herself, 'I have no future'": Love, fate, and territory in Leh District, India. *Gender, Place and Culture* 18(4): 455-476.

Yan Song

Associate Professor, Department of City & Regional Planning, UNC-CH
Director, Program on Chinese Cities, UNC-CH

Education: Ph.D., University of Illinois at Urbana-Champaign, 2004

Languages: Chinese (5)

Appointed/Tenure status: 2009, tenured

Research/training specializations: urbanization and growth in China

Overseas experience: China

Distinctions: "Best Publications Contest of 2012." First Prize Award, China Architecture & Building Press (CABP, 2012). "Research for Green Cities Contest: Plan Evaluation." Third Prize Award, Ministry of Housing and Urban and Rural Development (2012).

Dissertations and theses supervised in past 5 years: 10

Relevant courses taught: land use and environmental planning, land use regulations, workshop and Geographic Information Systems.

Percentage of time devoted to Asian studies: ~50%

Recent Publications:

- 2012 "Urban Villages and Housing Values in China." Song, Y. and Y. Zenou (2012), *Regional Science and Urban Economics* 42: 495-505.
- 2011 Song, Y. and Y. Chen (2011), *A Guidebook to Plan Evaluation*, (In Chinese), Beijing: China Architecture & Building Press (CABP).
- 2009 Song, Y. and C. Ding (Eds.) (2009), *Smart Urban Growth for China*, Cambridge, M.A.: Lincoln Institute of Land Policy.

John Frederick Stewart

Professor, Department of Economics, UNC-CH
Fellow, Carolina Populations Center, UNC-CH

Education: Ph.D., University of Wisconsin, 1976

Languages: English

Appointed/Tenure status: 1995, tenured

Research/training specializations: Cost of Family Planning and Reproductive Health in the Philippines and Effect of health facility characteristics on child health in the Philippines

Overseas experience: Philippines and Vietnam

Distinctions: Co-investigator, (with Gustavo Angles) "Evaluation of the Decentralization of the Health Care Service Provision in Paraguay," funded by MEASURE/Evaluation. 1998-present; Co-investigator, (with Eric Jensen) "The Impact of Health Facilities on Child Health in the Philippines" 1999; Investigator (with Dale Whittington), "Vaccination Cost and Benefits, DOMI Project" International Vaccine Institute. 2002

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught: Microeconomics Theory, Principles of Economics, Managerial Economics, Industrial Organization, Regulation of Industry, Corporate Finance and Law and Economics

Percentage of time devoted to Asian studies: 35%

Recent Publications:

- 2000 "Estimating the Health Impact of Industry Infant Food Marketing Practices in The Philippines," (with David K. Guilkey), *Journal of Development Studies*, Vols. 36, No.2, February 2000, pp. 50-77.
- 2000 *Estimating Service Provision Costs from Survey Data: Family Planning in the Philippines*, (with Alejandro N. Herrin and Rachel H. Racelis), 2000.

Jayashankar Swaminathan

Associate Dean of OneMBA, Global Executive MBA program, UNC-CH
Faculty Director, Global Business Center, UNC Kenan-Flagler

Education: Ph.D., Carnegie Mellon University, 1997

Languages: Hindi (5)

Appointed/Tenure status: tenured

Research/training specializations: global health operations, supply chain management, global execution models, emerging markets, retailing, sustainable enterprise, operations management and e-commerce in India

Overseas experience: India

Distinctions: NSF Career Award, George Nicholson Prize, Schwabacher Fellowship and Weatherspoon Distinguished research and teaching awards. He served as a principal investigator on grants from the National Science Foundation, Obama-Singh Knowledge Initiative and the CIBER Award from U.S. Department of Education.

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught: Courses related supply-chain management, emerging markets, retailing sustainable enterprise, operations, and e-business e-commerce

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- 2011 "Effect of Traffic on Sales and Conversion Rates of Retail Stores", with Olga Perdikaki and Saravanan Kesavan, in *Manufacturing and Service Operations Management*.
- 2010 "Misplaced Inventory and RFID: Information and Coordination", with Almula Camdereli, *Production and Operations Management*, 2010.
- 2009 *Indian Economic Superpower: Fiction or Future* (World Scientific Series on 21st Century Business)

Afroz Taj

Associate Professor, Department of Asian Studies, UNC-CH

Education: Ph.D., Jawaharlal Nehru University, 1996

Languages: Hindi-Urdu (5), Panjabi (3), Braj Bhasha (3), Sanskrit (2), Persian (2), Gujarati (1), Marathi (1), Bengali (1)

Appointed/Tenure status: 2006, tenured

Research/training specializations: Hindi-Urdu poetry and poetics, Indian drama and musical theater, and the Indian cinema.

Overseas experience: India

Distinctions: 2005 Gertrude M. Cox Special Merit Award for Innovative Excellence in Teaching and Learning with Technology 2003 Nominated for NC State Libraries Faculty Award 2002-2003 Nominated for Outstanding Junior Faculty Award

Relevant courses taught: Direct Hindi-Urdu language and literature program. Teach Elementary, Intermediate and Advanced Hindi-Urdu. Develop pedagogical materials for the Internet. Supervise lecturers and teaching assistants. Direct Study Abroad in India program.

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2006 *The Court of Indra and the Rebirth of North Indian Drama*, Delhi: Anjuman-e Taraqqi Urdu.
- 2002 "Amanat's Indar Sabha and Nineteenth century constructions of Indian cultural identity" in *Rethinking Early Modern India*, ed. Richard Barnett, pp. 289-323, New Delhi: Manohar, 2002.
- 1999 "Constructing Hybrid Identities on the nineteenth century Hindi-Urdu Stage," *Journal of Contemporary Thought*, Winter 1999, pp. 89-105, Shreveport, LA: Forum on Contemporary Theory, 1999.

Meenu Tewari

Associate Professor, Department of City & Regional Planning, UNC-CH

Education: Ph.D., Massachusetts Institute of Technology, 1996

Languages: Hindi-Urdu (5)

Appointed/Tenure status: tenured

Research/training specializations: Works on political economy of economic and industrial development, poverty alleviation, small firms, and the urban informal economy

Overseas experience: South Asia

Relevant courses taught: Development, Poverty and Inequality, 710: Microeconomics for Planning & Policy, 773: Economic Development Seminar

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- 2013 Tewari, M., C. Veeramani and M. Singh. 2013. "Task Trade and India's Participation in Regional Production Networks in Asia," *Regional Production Networks in Asia*, Asian Development Bank. 2014.
- 2012 *Overcoming the Burden of History in the South Asian Garment Industry: Emerging Engagement in Regional Markets*. Saarbrücken, Germany: Lambert Academic Press
- 2010 "Footloose Capital, Intermediation and the Search for the 'High Road' in Low Wage Industries." In: *Labour in Global Production Networks in India* edited by Anne Posthuma and Dev Nathan. Oxford University Press, New Delhi and Oxford.

Amanda Thompson

Assistant Professor, Department of Anthropology, UNC-CH
Fellow, Carolina Population Center, UNC-CH

Education: Ph.D., Emory University, 2007

Languages: English

Appointed/Tenure status: 2009, tenure track

Research/training specializations: Biomedical anthropology, the development of inflammation in Chinese children, adolescents, and adults

Overseas experience: China

Distinctions: 2011 Fellow, Dannon Institute, Nutrition Leadership Institute

Dissertations and theses supervised in past 5 years: 8

Relevant courses taught: 143: Human Evolution and Adaptation, 318: Human Growth and Development in Comparative Perspective, 319: Global Health, 499: Human Disease Ecology, 499: Biocultural Perspectives on Maternal and Child Health, 704: Graduate Core Course in Evolution and Ecology

Percentage of time devoted to Asian studies: 30%

Recent Publications:

- 2011 Thompson, AL and P Gordon-Larsen. "The Anthropology of Obesity." *In The Oxford Handbook of the Social Science of Obesity*, ed. John Cawley. Oxford: Oxford University Press.

Hong-An Truong

Assistant Professor, Department of Art, UNC-CH

Education: MFA in Studio Art, University of California at Irvine, 2008

Languages: English

Appointed/Tenure status: 2010, tenure track

Research/training specializations: Contemporary art, performance and identity, Asian-American studies

Overseas experience: Vietnam

Distinctions: 2013 Recipient of an Art Matters Grant, a Franconia Sculpture Park Jerome Fellowship (MN), and a Socrates Sculpture Park EAF (NY)

Percentage of time devoted to Asian studies: 10%

Recent Publications:

- 2011 Viet Le, diacritics.org, February 2011
2010 Lauren DiGiulio, IDIOM Magazine, May 18, 2010
2010 Martin Wong, Giant Robot blog, March 15, 2010
2010 Leah Ollman, Los Angeles Times, March 5, 2010

Michael Tsin

Associate Professor, Department of History, UNC-CH

Education: Ph.D., Princeton University, 1991

Languages: Chinese (5)

Appointed/Tenure status: 2009, tenured

Research/training specializations: social processes of identity formation through the prism of late nineteenth and twentieth century China

Overseas experience: China

Dissertations and theses supervised in past 5 years: 4

Relevant courses taught: History Courses (133: Introduction to Chinese History, 292: Unity and Difference in Twentieth-century China, 393: Unity and Difference in Twentieth-Century China, 393 Colonial Encounters) and INST 390: Colonization, Migration and National Identity

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2011 *Worlds Together, Worlds Apart: A History of the World From 1000 CE to the Present*, 3rd edition (Norton, 2011), in collaboration with Robert Tignor et al.
- 2009 “Overlapping Histories: Writing Prison and Penal Practices in Late Imperial and Early Republican China,” *Journal of World History*, 20:1 (March 2009), 69–97
- 2009 “Rethinking ‘State and Society’ in Late Qing and Republican China,” in Jens Damm and Mechthild Leutner, eds., *China Networks, Berliner China- Hefte/Chinese History and Society*, 35 (LIT [Münster], 2009), 20–32
- 2002 *Nation, Governance, and Modernity in China: Canton, 1900–1927*, paperback edition (Stanford, 2002)

Joseph Tucker

Assistant Professor, School of Medicine, UNC-CH

Director, UNC Project China, UNC-CH

Education: Ph.D., SOAS, Public Health, 2014; M.A. Chinese Studies, Harvard, 2010; M.D., UNC-CH, 2004

Languages: Chinese (4)

Appointed/Tenure status: 2012, tenure track

Research/training specializations: Public health in China

Overseas experience: China

Distinctions: Council on Foreign Relations Term Member, 2012; National CFAR Young Investigator Award, 2011; Fogarty Fellowship, 2008-2010; Boren Scholar, 2000

Relevant courses taught: Combines research, clinical work, mentoring, and teaching in the UNC Project China site in Guangzhou

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- 2010 Tucker JD*, Chen XS, Peeling RW. (2010). “Syphilis and Social Upheaval in China.” *New England Journal of Medicine*. 362: 1658-1661.
- 2012 Tucker JD*, Fenton KA, Peckham R, Peeling RW. (2012). “Social Entrepreneurship for Sexual Health (SESH): A New Approach for Enabling Delivery of Sexual Health Services Among Most-At-Risk- Populations.” *PLoS Medicine*.
- 2013 Tan X, Rydzak C, Yang L, Vickerman P, Yang B, Peeling RW, Hawkes S, Chen X, Tucker JD*. (2013). “Prioritizing Congenital Syphilis Control in South China: A Decision Analytic Model to Inform Policy Implementation.” *PLoS Medicine*.

Robin Visser

Associate Professor, Department of Asian Studies, UNC-CH
Chinese program coordinator, UNC-CH

Education: Ph.D., Columbia University, 2000

Languages: Chinese (4)

Appointed/Tenure status: 2009, tenured

Research/training specializations: Chinese and comparative literary and cultural studies

Overseas experience: China

Distinctions: Book Award Finalist for Southeast Conference of the Association of Asian Studies.

Relevant courses taught: China-related courses: ASIA 56: First-Year Seminar: Writing Women in Modern China, ASIA 691H: Senior Honors Thesis I, CHIN 407: Readings in Modern Chinese I, CHIN 408: Readings in Modern Chinese II, CHIN 456: Chinese Environmental Literature, CHIN 463: Narrative Ethics in Modern China, CHIN 464: The City in Modern Chinese Literature and Film, CHIN 562: Post-Mao Chinese Urban Culture and Arts

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- | | |
|------|--|
| 2015 | "Manifestos of Modernity in Modern Chinese Literature and Visual Arts (1890-2010)." In <i>A Companion to Modern Chinese Literature</i> . Ed. Yingjin Zhang. Wiley-Blackwell, 2015. |
| 2013 | "Coming of Age in RMB City." In <i>Spectacle and the City: Urbanity in East Asian Popular Culture and Art</i> . Eds.. Jeroen de Kloet and Lena Scheen. Amsterdam UP, 2013. |
| 2010 | <i>Cities Surround the Countryside: Urban Aesthetics in Postsocialist China</i> . Duke UP, 2010. |

Janet Walters

Phillips Ambassadors Program Manager, Carolina Asia Center, UNC-CH

Education: M.A., Harvard University, 2001

Languages: English

Appointed/Tenure status: 2008, not applicable

Research/training specializations: International education, English as a Second Language

Distinctions: 2004 and 2009 Southeast Regional Emmy Awards, Children's Educational Program, SMART START KIDS

Percentage of time devoted to Asian studies: 100%

Sharon Weir

Research Assistant Professor, Department of Epidemiology, UNC-CH
Population Fellow, Carolina Population Center, UNC-CH

Education: Ph.D., University of North Carolina at Chapel Hill, 1997

Languages: English

Appointed/Tenure status: 2009, fixed term

Research/training specializations: Focuses on sexual behavior, sexual partners, HIV infections and prostitutions in developing countries such as China and Singapore.

Overseas experience: East and Southeast Asia

Distinctions: Measure Fellow (Epidemiology, Carolina Population Center)

Relevant courses taught: Epidemiology and Social Aspects of HIV in Developing Countries, UNC-CH

Percentage of time devoted to Asian studies: 15%

Recent Publications:

- | | |
|------|--|
| 2012 | Weir SS, Merli MG, et al. "Comparison of Venue-based and respondent driven sampling of sex workers," <i>Sexually Transmitted Infection</i> 2012 |
| 2012 | Figueroa JP, Weir SS, Jones Cooper C, Byfield L, Hobbs M, Mcknight I, Cummings S. "High HIV Prevalence is associated with Social Vulnerability and other Sexually Transmitted Infections." <i>West Indian Med J</i> 2012. |
| 2012 | Li J, Chen XS, Merli MG, Weir SS, Henderson GE. "Systematic Differences in Risk Behaviors and Syphilis Prevalence Across Types of Female Sex Workers: A Preliminary Study in Liuzhou, China." <i>Sex Transm Dis.</i> 2012 Mar;39(3):195-200. |

Arthur Mark Weisburd

Reef C. Ivey II Distinguished Professor of Law, Department of Law, UNC-CH

Education: J.D. summa cum laude, University of Michigan, 1976

Languages: English

Appointed/Tenure status: 1981, tenured

Research/training specializations: His practice ranges from participation in the legal advisory team of the Constitutional Convention of the Northern Mariana Islands to pro bono first amendment work to defendant's securities and antitrust litigation

Overseas experience: East Pakistan/Bangladesh and Northern Marian Islands

Distinctions: Frank Holmes Schaffer award for general excellence. Order of the Coif. Note Editorship, Michigan Law Review; book award, Constitutional Law I. Myron T. Herrick Prize for Best senior thesis written by student in school of public and international affairs.

Dissertations and theses supervised in past 5 years: N/A

Relevant courses taught: Civil procedure, international law and a course on international human rights.

Percentage of time devoted to Asian studies: 15%

Recent Publications:

- | | |
|------|---|
| 2009 | <i>The International Court of Justice and the Concept of State Practice</i> , 31 U. Pa. J. INT'L L. 295 (2009). |
| 2008 | <i>Comparative Human Rights Law: Volume 1, Expression, Associate, Religion</i> (Carolina Academic Press 2008). |
| 2007 | <i>Al-Qaeda and the Law of War</i> , 11 LEWIS & CLARK L. REV. 1063 (2007). |

Margaret J Wiener

Associate Professor, Department of Anthropology, UNC-CH

Education: Ph.D., University of Chicago, 1990

Languages: Balinese (3), Indonesian (2)

Appointed/Tenure status: 1990, tenured

Research/training specializations: Cultural anthropology of Indonesia, Southeast Asia

Overseas experience: Indonesia, Southeast Asia

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught: Anthropological courses (374: Memory, Massacres, and Monuments in Southeast Asia, 469: Anthropology and History, 297: Directions in Anthropology, 697: Ethnography and Culture after Empire

Percentage of time devoted to Asian studies: 50%

Recent Publications:

- 2007 "Dangerous Liaisons and Other Tales from the Twilight Zone: Sex, Race, and Sorcery in Colonial Java," *Comparative Studies in Society and History* 48 (3): 495-526.
- 2007 "The Magical Life of Things," pp. 45-70 in Peter Keurs (ed.) *Colonial Collections Revisited*. Leiden: CNWS Publications.

David Wohl

Associate Professor of Medicine, Division of Infectious Diseases, UNC-CH

Education: Infectious Diseases Fellowship, UNC-Chapel Hill, 1998; Residency, Internal Medicine, Duke University Medical Center, 1994; M.D., Robert Wood Johnson Medical School, Camden, NJ, 1991

Languages: English

Appointed/Tenure status: 2004, tenured

Research/training specializations: metabolic complications of HIV and its therapies

Overseas experience: China

Distinctions: 1998 Clinical Associate Physician (CAP) Award – National Center for Research Resources / NIH; 2000 John Carey Young Investigator Award, NIH Sponsored AIDS Clinical Trials Group. 2000 Center For AIDS Research (CFAR) Award – Pilot Study of Antiretroviral Adherence Among Prison Inmates, 2001 Center For AIDS Research (CFAR) Award – A Randomized Study of Diet and Exercise with or without Omega-3 Fish Oil for treatment of HIV-Associated Hypertriglyceridemia.

Percentage of time devoted to Asian studies: 15%

Recent Publications:

- 2013 "Decreasing excess mortality of HIV-infected patients initiating antiretroviral therapy: comparison with mortality in general population in China, 2003-2009." Zhu H, Napravnik S, Eron JJ, Cole SR, Ma Y, Wohl DA, Dou Z, Zhang Y, Liu Z, Zhao D, Yu L, Liu X, Cohen MS, Zhang F. *J Acquir Immune Defic Syndr*. 2013 Aug 15.

Nadia Yaqub

Associate Professor, Department of Asian Studies, UNC-CH
Associate Chair & Director of Undergraduate Studies

Education: Ph.D., University of California, Berkeley, 1999

Languages: Arabic (5)

Appointed/Tenure status: 2007, tenured

Research/training specializations: Arab cultural texts ranging from oral poetry to modern prose fiction and contemporary visual culture

Overseas experience: Arab World

Distinctions: UNC Carolina Women's Center Scholar in Residence, Spring 2013; UNC Institute for Arts and Humanities Academic Leadership Fellow 2012-; American Council of Learned Societies/National Endowment for the Arts/Social Science Research Council Fellow 2009/10; UNC James Moeser Award for Distinguished Research 2008

Relevant courses taught: Arabic Culture Course: (Survey of Arabic Literature, Women and Leadership in the Arab World, Modern Arabic Literature in Translation, Imagining Palestine, Film, Nation and Identity in the Arab World)

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2012 "Utopia and Dystopia in Palestinian Circular Journeys from Ghassa Kanafani to Contemporary Film," *Journal of Middle East Literatures*, 15, 3.
- 2012 "Azza Hassan and Impossible Filmmaking Israel/Palestine," *Contemporary Cultures of Resistance in the Middle East: Literature, Cinema and Music*. Ed. Karima Laachir. Routledge, 2012.
- 2011 "Dismantling the Discourses of War: Palestinian Women Filmmakers Address Violence," in *Gender and Violence in the Middle East and North Africa*, edited by Moha Ennaji and Fatima Sadiqi. Routledge, 2011.

Yeonhee Yoon

Lecturer in Korean, Department of Asian Studies, UNC-CH

Education: Ph.D. Korean Language from University of Hawai'i at Mānoa, 2010

Languages: Korean (5), Japanese (3)

Appointed/Tenure status: 2011, fixed term

Research/training specializations: Specializes in pragmatics and language pedagogy in Korean Language and Linguistics. Korean linguistics and language pedagogy, interlanguage pragmatics, sociolinguistics, and Korean for specific purpose (KSP).

Overseas experience: Korea

Distinctions: 2010 An Outstanding Graduate Student Paper Presentation Award, the 15th Annual Conference of AATK, Washington University, St. Louis, MO; 2008, 2009 Graduate Scholarship, Center for Korean Studies, University of Hawaii at Manoa; 2006-2009 Full-time Graduate Teaching Assistance Fellowship 2006 Student Marshal (Award for Academic Excellence) for the 95th Annual Commencement Exercise, University of Hawaii at Manoa

Relevant courses taught: Korean Language Courses (101-306).

Percentage of time devoted to Asian studies: 100%

Gang Yue

Associate Professor, Department of Asian Studies, UNC-CH
Chinese Program Advisor, Department of Asian Studies, UNC-CH

Education: Ph.D. in comparative literature, University of Oregon, 1993

Languages: Chinese (5)

Appointed/Tenure status: 1999, tenured

Research/training specializations: modern Tibet and the rise of China

Overseas experience: China and Tibet

Distinctions: Lin Yutang Visiting Professor, School of Humanities, Xiamen University, Xiamen, China, 2009-2011; CAC Cox Award, 2014

Relevant courses taught: China-related courses (Food in Chinese Culture, Global Shangri-La) and Chinese language

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2010 "Fragments of Shangri-La: Eco-Tibet and Its Global Circuits." In Bonnie Roos & Alex Hunt, eds., *Postcolonial Green: Environmental Politics and World Narratives*, University of Virginia Press, 2010, pp. 49-63.
- 2010 "Geographic Imagination and Geopolitics: Cartography in the Rise and Decline of Global Powers" (in Chinese) in *Social Sciences Abroad*, 2010.6 (December 2010), pp. 27-35.
- 2008 "As Dust Settles in Shangri-La: Alai's Tibet in the Era of Sino-Globalization," *Journal of Contemporary China*, Vol. 17, No 56 (2008), pp. 543-63.
- 2008 "Echoes from the Himalayas: The Quest of Ma Lihua, a Chinese Intellectual in Tibet." In Jie Lu, ed. *China's Literary and Cultural Scenes at the Turn of the 21st Century 2* (London, Routledge, 2008): 119-137.

Hang Zhang

Lecturer in Chinese, Department of Asian Studies, UNC-CH

Education: Ph.D., University of North Carolina at Chapel Hill, 2013

Languages: Chinese (5)

Appointed/Tenure status: 2005, fixed term

Research/training specializations: second language acquisition of phonology and Chinese language pedagogy

Overseas experience: China

Distinctions: 2012 The 2010 Peking University Press Publication Award (the best essay in 2010 Journal of Chinese Language Teachers Association, awarded in the 2012 Annual Conference of American Council on the Teaching of Foreign Languages in Philadelphia, PA) 2012 The Dissertation Completion Fellowship (Graduate School, University of North Carolina at Chapel Hill, 2012-2013); 2011 The Pre-Dissertation Travel Award (Center for Global Initiative, University of North Carolina at Chapel Hill, 2011)

Relevant courses taught: Chinese Language Courses (Elementary Chinese I, Elementary Written Chinese, Intermediate Chinese I & II and Advanced Written Chinese)

Percentage of time devoted to Asian studies: 100%

Recent Publications:

- 2012 "Tone Acquisition by Different Types of Learners," *Conference proceeding, The 10th International Conference Proceeding on Chinese Language Pedagogy*, 2012.

Yi Zhou

Senior Lecturer in Chinese, Department of Asian Studies, UNC-CH

Education: MS, State University of New York at Albany

Languages: Chinese (5)

Appointed/Tenure status: 2002, fixed term

Research/training specializations: Chinese language, business Chinese

Overseas experience: China

Distinctions: 2014 Guest of Honor for the Duke-UNC China Leadership Summit opening ceremony; 2013 Carolina Asia Center fund for Cultural Activity; 2013 Another Way of Learning Funding for Students' Extra-Curriculum Activity; 2012 Carolina Asia Center Course Development Grant (for developing teaching materials for a newly-proposed advanced business Chinese course); 2011 Grier/Woods Presbyterian Initiative China Travel Awards (for conducting interviews with business executives in global businesses.) 2010 Center for Global Initiatives (CGI) Faculty Curriculum Development Travel Awards (for developing multimedia business Chinese with case studies)

Relevant courses taught: Chinese Language Courses

Percentage of time devoted to Asian studies: 100%

Recent Publications:

2007 *Working Mandarin for Beginners (with online exercises)* with Lynee Gerber. Georgetown University Press

Jiayun Zhuang

Assistant Professor, Department of Dramatic Art, UNC-CH

Education: Ph.D. at UCLA in Theater and Performance Studies, 2009

Languages: Chinese (5)

Appointed/Tenure status: 2010, tenure track

Research/training specializations: performance theories, contemporary Chinese theater, performance art and visual art; East Asian theatre/performance in relation to Inter-Asia cultural studies

Overseas experience: East Asia

Distinctions: Emerging Scholars Award, Association for Asian Performance (2013); Grier/Woods Presbyterian Initiative Fellowship (2012) Junior Faculty Development Award, UNC Chapel Hill (2012); Academic Enrichment Fund, UNC-Chapel Hill (2012), Faculty Course Development Grant, UNC-Chapel Hill (2011) Academic Enrichment Fund, UNC-Chapel Hill (2011); Performing Arts and Special Activities Award, UNC Chapel Hill (2010)

Relevant courses taught: World Theater & Performance, the Body in East Asian Theater, and Introduction to Performance Studies

Percentage of time devoted to Asian studies: 60%

Recent Publications:

2014 "Remembering and Re-enacting Hunger: Caochangdi Workstation's Minjian Memory Project." *The Drama Review* 58. 1(2014): 118-140.
2014 "River! River! River!: A Minjian Eco-Theatre Piece on the Road." *Asian Theatre Journal* Spring 13 (2014): 242-269.
2013 "Grassroots Spirit in Minjian Theatre." *Southern Window* 15 (2013): 92-94.

APPENDIX 3: COURSE LIST

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|--|--------------|----------------------------|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| LCTLS | | | | | | | | | | | | |
| Chinese | | | | | | | | | | | | |
| CHIN101 001 | | Elementary Chinese I | 4.0 | 17 | 1 | | | 4 | 1 | X | X | |
| CHIN101 002 | | Elementary Chinese I | 4.0 | 19 | 0 | | | 4 | 0 | X | X | |
| CHIN101 003 | | Elementary Chinese I | 4.0 | 19 | 0 | | | | | X | X | |
| CHIN101 004 | | Elementary Chinese I | 4.0 | 20 | 0 | | | | | X | X | |
| CHIN101 005 | | Elementary Chinese I | 4.0 | 18 | 0 | | | | | X | X | |
| CHIN101 006 | | Elementary Chinese I | 4.0 | 8 | 1 | | | | | X | X | |
| Sub-Total Elementary Chinese I | | | | 101 | 2 | | | | | | | 100% |
| | | | | | | | | | | | | |
| CHIN102 001 | | Elementary Chinese II | 4.0 | | | 9 | 0 | | | X | X | |
| CHIN102 002 | | Elementary Chinese II | 4.0 | | | 17 | 0 | | | X | X | |
| CHIN102 003 | | Elementary Chinese II | 4.0 | | | 15 | 0 | | | X | X | |
| CHIN102 004 | | Elementary Chinese II | 4.0 | | | 17 | 0 | | | X | X | |
| CHIN102 005 | | Elementary Chinese II | 4.0 | | | 15 | 0 | | | X | X | |
| CHIN102 006 | | Elementary Chinese II | 4.0 | | | 16 | 0 | | | X | X | |
| Sub-Total Elementary Chinese II | | | | | | 89 | 0 | | | | | 100% |
| | | | | | | | | | | | | |
| CHIN111 001 | | Elementary Written Chinese | 3.0 | 14 | 0 | | | | | X | X | |
| CHIN111 002 | | Elementary Written Chinese | 3.0 | 17 | 0 | | | | | X | X | |
| Sub-Total- Elementary Writing Chinese | | | | 31 | 0 | | | | | | | 100% |
| | | | | | | | | | | | | |
| CHIN203 001 | | Intermediate Chinese I | 4.0 | 15 | 0 | | | | | X | X | |
| CHIN203 002 | | Intermediate Chinese I | 4.0 | 12 | 1 | | | | | X | X | |
| CHIN203 003 | | Intermediate Chinese I | 4.0 | 16 | 0 | | | | | X | X | |
| CHIN203 004 | | Intermediate Chinese I | 4.0 | 17 | 0 | | | | | X | X | |
| CHIN203 005 | | Intermediate Chinese I | 4.0 | 19 | 0 | | | | | X | X | |
| Sub-Total Intermediate Chinese I | | | | 79 | 1 | | | | | | | 100% |
| | | | | | | | | | | | | |
| CHIN204 001 | | Intermediate Chinese II | 4.0 | | | 18 | 0 | | | X | X | |
| CHIN204 002 | | Intermediate Chinese II | 4.0 | | | 16 | 0 | | | X | X | |
| CHIN204 003 | | Intermediate Chinese II | 4.0 | | | 16 | 1 | | | X | X | |
| CHIN204 004 | | Intermediate Chinese II | 4.0 | | | | | | | | | |
| Sub-Total Intermediate Chinese II | | | | | | 50 | 1 | | | | | 100% |
| | | | | | | | | | | | | |
| CHIN212 001 | | Intermed Writ Chin | 3.0 | | | 15 | 0 | | | X | X | |
| CHIN212 002 | | Intermed Writ Chin | 3.0 | | | 21 | 0 | | | X | X | |
| Sub-Total Intermediate Written Chinese | | | 3.0 | | | 36 | 0 | | | | | 100% |
| | | | | | | | | | | | | |
| CHIN305 001 | | Advanced Chinese I | 3.0 | 16 | 0 | | | | | X | X | |
| CHIN305 002 | | Advanced Chinese I | 3.0 | 15 | 0 | | | | | X | X | |
| Sub-Total Advanced Chinsc I | | | | 31 | 0 | | | | | | | 100% |
| | | | | | | | | | | | | |
| CHIN306 001 | | Advanced Chinese II | 3.0 | | | 14 | 0 | | | X | X | |
| CHIN306 002 | | Advanced Chinese II | 3.0 | | | 15 | 0 | | | X | X | |
| Sub-Total Advanced Chinese II | | | | | | 29 | 0 | | | | | 100% |
| | | | | | | | | | | | | |
| CHIN313 001 | | Advanced Written Chinese | 3.0 | 17 | 0 | | | | | X | X | |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|-----------------------------------|--------------|--------------------------------|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| CHIN354 001 | | Chinese Calligraphy | 3.0 | | | | | | | X | X | |
| | | | | | | | | | | | | |
| CHIN407 001 | | Readings Chinese I | 3.0 | 20 | 0 | | | | | X | X | |
| CHIN407 002 | | Readings Chinese I | 3.0 | | | | | | | X | X | |
| Sub-Total Readings Chinese I | | | | 20 | 0 | | | | | | | 100% |
| | | | | | | | | | | | | |
| CHIN408 001 | | Readings Chinese II | 3.0 | | | 16 | 0 | | | X | X | |
| CHIN408 002 | | Readings Chinese II | 3.0 | | | | | | | X | X | |
| Sub-Total Readings Chinese II | | | | 0 | 0 | 16 | 0 | | | | | 100% |
| | | | | | | | | | | | | |
| CHIN414 001 | | Adv Reading & Comp | 3.0 | | | 10 | 0 | | | | | 100% |
| | | | | | | | | | | | | |
| CHIN441 001 | | Chinese-English Translation | 3.0 | 22 | 0 | | | | | X | X | 100% |
| CHIN443 001 | | Chinese Business Communication | 3.0 | | | | | | | X | X | 100% |
| CHIN452 001 | | Chinese Lit In Trans II | 3.0 | | | | | | | X | X | 100% |
| CHIN490 001 | | Topics In Chinese | 3.0 | | | 14 | 0 | | | | X | 100% |
| CHIN511 001 | | Literary Chinese | 3.0 | | | 19 | 0 | | | | X | 100% |
| CHIN551 001 | | Chinese Poetry In Translation | 3.0 | | | 8 | 1 | | | | X | 100% |
| CHIN552 001 | | Chinese Prose In Translation | 3.0 | 21 | 0 | | | | | | X | 100% |
| CHIN590 001 | | Advanced Topics Chinese | 3.0 | 12 | | | | | | | X | 100% |
| | | | | | | | | | | | | |
| Japanese | | | | | | | | | | | | |
| JAPN101 001 | | Elementary Japanese I | 4.0 | 17 | 0 | | | | | X | X | |
| JAPN101 002 | | Elementary Japanese I | 4.0 | 19 | 0 | | | | | X | X | |
| JAPN101 003 | | Elementary Japanese I | 4.0 | 16 | 1 | | | | | X | X | |
| JAPN101 004 | | Elementary Japanese I | 4.0 | 14 | 1 | | | | | X | X | |
| JAPN101 005 | | Elementary Japanese I | 4.0 | 12 | 0 | | | | | X | X | |
| JAPN101 006 | | Elementary Japanese I | 4.0 | 11 | 1 | | | | | X | X | |
| Sub-Total Elementary Japanese I | | | | 89 | 3 | | | | | | | 100% |
| | | | | | | | | | | | | |
| JAPN102 001 | | | 4.0 | | | 13 | 0 | | | X | X | |
| JAPN102 002 | | Elementary Japanese II | 4.0 | | | 13 | 0 | | | X | X | |
| JAPN102 003 | | Elementary Japanese II | 4.0 | | | 13 | 0 | | | X | X | |
| JAPN102 004 | | Elementary Japanese II | 4.0 | | | 12 | 0 | | | X | X | |
| JAPN102 005 | | Elementary Japanese II | 4.0 | | | 8 | 0 | | | X | X | |
| JAPN102 006 | | Elementary Japanese II | 4.0 | | | 9 | 0 | | | X | X | |
| Sub-Total Elementary Japanese II | | | | | | 68 | 0 | | | | | 100% |
| | | | | | | | | | | | | |
| JAPN203 001 | | Intermediate Japanese I | 4.0 | 13 | 0 | | | | | X | X | |
| JAPN203 002 | | Intermediate Japanese I | 4.0 | 10 | 0 | | | | | X | X | |
| JAPN203 003 | | Intermediate Japanese I | 4.0 | 15 | 0 | | | | | X | X | |
| JAPN203 004 | | Intermediate Japanese I | 4.0 | 11 | 1 | | | | | X | X | |
| JAPN203 005 | | Intermediate Japanese I | 4.0 | 12 | 0 | | | | | | X | |
| Sub-Total Intermediate Japanese I | | | | 61 | 1 | | | | | | | 100% |
| | | | | | | | | | | | | |
| JAPN204 001 | | Intermediate Japanese II | 4.0 | | | | | | | X | X | |
| JAPN204 002 | | Intermediate Japanese II | 4.0 | | | 11 | 0 | | | X | X | |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|-------------------------------------|--------------|--|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| JAPN204 003 | | Intermediate Japanese II | 4.0 | | | 13 | 1 | | | X | X | |
| JAPN204 004 | | Intermediate Japanese II | 4.0 | | | 14 | 0 | | | X | X | |
| Sub-Total Intermediate Japanese II | | | | | | 38 | 1 | | | | | 100% |
| JAPN305 001 | | Advanced Japanese | 3.0 | 12 | 1 | | | | | X | X | |
| JAPN305 002 | | Advanced Japanese | 3.0 | 11 | 0 | | | | | X | X | |
| Sub-Total Advanced Japanese | | | | 23 | 1 | | | | | | | 100% |
| JAPN408 001 | | Japanese Journalism | 3.0 | | | 11 | 0 | | | X | X | 100% |
| JAPN496 001 | | Independent Readings Japanese | 3.0 | | | | | | | X | X | 100% |
| JAPN410 001 | | Topics In Contemporary Japn Literature | 3.0 | | | | | | | X | X | 100% |
| JAPN411 001 | | Food & Culture In Japan | 3.0 | 16 | 0 | | | | | X | X | 100% |
| JAPN490 001 | | Topics In Japanese | 3.0 | 15 | 0 | 17 | 0 | | | X | X | 100% |
| JAPN590 001 | | Advance Topics Japanese Language | 3.0 | | | 15 | | | | X | X | 100% |
| Korean | | | | | | | | | | | | |
| KOR 101 001 | | Elementary Korean I | 4.0 | 18 | 0 | | | | | X | X | |
| KOR 101 002 | | Elementary Korean I | 4.0 | 14 | 0 | | | | | X | X | |
| KOR 101 003 | | Elementary Korean I | 4.0 | 15 | 0 | | | | | X | X | |
| Sub-Total Elementary Korean I | | | | 47 | 0 | | | | | | | 100% |
| KOR 203 001 | | Intermediate Korean I | 4.0 | 15 | 0 | | | | | X | X | |
| KOR 203 002 | | Intermediate Korean I | 4.0 | | | | | | | X | X | |
| Sub-Total Intermediate Korean I | | | | 15 | 0 | | | | | | | 100% |
| KOR 305 001 | | Advanced Korean I | 3.0 | | | | | | | X | X | 100% |
| KOR 306 001 | | Advanced Korean II | 3.0 | | | 14 | 0 | | | | X | 100% |
| Hindi-Urdu | | | | | | | | | | | | |
| HNUR101 001 | | Elementary Hindi-Urdu I | 4.0 | 14 | 1 | | | | | X | X | |
| HNUR101 002 | | Elementary Hindi-Urdu I | 4.0 | 15 | 0 | | | | | X | X | |
| HNUR101 003 | | Elementary Hindi-Urdu I | 4.0 | 20 | 0 | | | | | | X | |
| Sub-Total Elementary Hindi-Urdu I | | | | 49 | 1 | | | | | | | 100% |
| HNUR102 001 | | Elementary Hindi-Urdu II | 4.0 | | | 7 | 1 | 9 | 0 | X | X | |
| HNUR102 002 | | Elementary Hindi-Urdu II | 4.0 | | | 17 | 0 | | | X | X | |
| HNUR102 003 | | Elementary Hindi-Urdu II | 4.0 | | | 12 | 0 | | | | X | |
| Sub-Total Elementary Hindi-Urdu II | | | | | | 36 | 1 | 9 | 0 | | | 100% |
| HNUR203 001 | | Intermed Hindi-Urdu I | 4.0 | 14 | 1 | | | | | X | X | |
| HNUR203 002 | | Intermed Hindi-Urdu I | 4.0 | 11 | 1 | | | 3 | 0 | X | X | |
| Sub-Total Intrmediate Hindi-Urdu I | | | | 25 | 2 | | | 3 | 0 | | | 100% |
| HNUR204 001 | | Intermed Hind-Urdu II | 4.0 | | | 8 | 2 | | | X | X | |
| HNUR204 002 | | Intermed Hind-Urdu II | 4.0 | | | 9 | 0 | | | X | X | |
| Sub-Total Intrmediate Hindi-Urdu II | | | | | | 17 | 2 | | | | | 100% |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|----------------------------------|--------------|-----------------------------------|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| | | | | | | | | | | | | |
| HNUR220 001 | | The Hindi Script | 1.0 | 11 | 0 | | | | | X | X | 100% |
| HNUR221 001 | | Intro To Urdu Script | 1.0 | | | 27 | 0 | | | X | X | 100% |
| HNUR305 001 | | Advanced Hindi-Urdu I | 3.0 | 11 | 1 | | | | | X | X | 100% |
| HNUR306 001 | | Advanced Hindi-Urdu II | 3.0 | | | 9 | 0 | | | X | X | 100% |
| HNUR407 001 | | Hindi-Urdu Poetry | 3.0 | 17 | 0 | | | | | | X | 100% |
| HNUR408 001 | | Hindi-Urdu Prose | 3.0 | | | 19 | 0 | | | | X | 100% |
| HNUR490 001 | | Topics In Hindi-Urdu | 3.0 | | | | | 1 | 0 | X | X | 100% |
| HNUR496 001 | | Indep Reading Hindi-Urdu | 3.0 | | | | | | | X | X | 100% |
| | | | | | | | | | | | | |
| Arabic | | | | | | | | | | | | |
| ARAB101 001 | | Elementary Arabic I | 4.0 | 18 | 2 | | | | | X | X | |
| ARAB101 002 | | Elementary Arabic I | 4.0 | 19 | 1 | | | | | X | X | |
| ARAB101 003 | | Elementary Arabic I | 4.0 | 19 | | | | | | X | X | |
| ARAB101 004 | | Elementary Arabic I | 4.0 | 19 | 1 | | | | | X | X | |
| ARAB101 005 | | Elementary Arabic I | 4.0 | 18 | | | | | | X | X | |
| ARAB101 006 | | Elementary Arabic I | 4.0 | 9 | 1 | | | | | X | X | |
| Sub-Total Elementary Arabic I | | | | 102 | 5 | | | | | | | 100% |
| | | | | | | | | | | | | |
| ARAB102 001 | | Elementary Arabic II | 4.0 | | | 16 | 2 | 7 | 0 | X | X | |
| ARAB102 002 | | Elementary Arabic II | 4.0 | | | 14 | 1 | | | X | X | |
| ARAB102 003 | | Elementary Arabic II | 4.0 | | | 16 | 0 | | | X | X | |
| ARAB102 004 | | Elementary Arabic II | 4.0 | | | 14 | 0 | | | X | X | |
| ARAB102 005 | | Elementary Arabic II | 4.0 | | | 12 | 1 | | | X | X | |
| ARAB102 006 | | Elementary Arabic II | 4.0 | | | 6 | 0 | | | | | |
| Sub-Total Elementary Arabic II | | | | | | 78 | 4 | 7 | 0 | | | 100% |
| | | | | | | | | | | | | |
| ARAB203 001 | | Intermediate Arabic I | 4.0 | 17 | 1 | | | | | X | X | |
| ARAB203 002 | | Intermediate Arabic I | 4.0 | 13 | | | | | | X | X | |
| ARAB203 003 | | Intermediate Arabic I | 4.0 | 14 | | | | | | X | X | |
| ARAB203 004 | | Intermediate Arabic I | 4.0 | 18 | | | | | | X | X | |
| Sub-Total Intermediate Arabic I | | | | 62 | 1 | | | | | | | 100% |
| | | | | | | | | | | | | |
| ARAB204 001 | | Intermediate Arabic II | 4.0 | 11 | | 7 | 0 | | | X | X | |
| ARAB204 002 | | Intermediate Arabic II | 4.0 | 14 | 2 | 14 | | | | X | X | |
| ARAB204 003 | | Intermediate Arabic II | 4.0 | 15 | | 12 | | | | X | X | |
| Sub-Total Intermediate Arabic II | | | | 40 | 2 | 33 | 0 | | | | | 100% |
| | | | | | | | | | | | | |
| ARAB305 001 | | Advanced Arabic I | 3.0 | 11 | 3 | | | | | X | | |
| ARAB305 002 | | Advanced Arabic I | 3.0 | 19 | 0 | | | | | X | | |
| Sub-Total Advance Arabic I | | | | 30 | 3 | | | | | | | 100% |
| | | | | | | | | | | | | |
| ARAB306 001 | | Advanced Arabic II | 3.0 | | | 8 | 1 | | | X | X | |
| ARAB306 002 | | Advanced Arabic II | 3.0 | | | 12 | 0 | | | X | X | |
| Sub-Total Advance Arabic II | | | | | | 20 | 1 | | | | | 100% |
| | | | | | | | | | | | | |
| ARAB308 001 | | Arabic Language Across Curriculum | 1.0 | | | 5 | 2 | | | X | X | 100% |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|--------------------|--------------|--|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| ARAB407 001 | | Reading In Arab I | 3.0 | 8 | 3 | | | | | X | X | 100% |
| ARAB408 001 | | Reading In Arab II | 3.0 | | | 5 | 3 | | | X | X | 100% |
| Persian | | | | | | | | | | | | |
| PRSN101 001 | | Elementary Persian I | 4.0 | 10 | 0 | | | | | X | | 100% |
| PRSN102 002 | | Elementary Persian II | 4.0 | | | 7 | 0 | | | X | | 100% |
| PRSN203 001 | | Intermediate Persian I | 4.0 | | | | | | | X | | 100% |
| PRSN204 001 | | Intermediate Persian II | 4.0 | | | 7 | 1 | | | X | | 100% |
| Asian Area Studies | | | | | | | | | | | | |
| ASIA056H001 | | Fys Women/Modern China | 3.0 | | | 22 | 0 | | | X | X | 100% |
| ASIA058H001 | | Chasing Madame Butterfly | 3.0 | | | | | | | | X | 100% |
| ASIA059 001 | | Media Masala India Pakistan | 3.0 | 26 | 0 | | | | | | X | 100% |
| ASIA061 001 | | India/Master Filmmakers | 3.0 | | | | | | | X | | 100% |
| ASIA065 001 | | Philosophy on Bamboo: Rethinking Early Chinese Thought | 3.0 | | | | | | | | X | 100% |
| ASIA089H001 | | Fys: Special Topics | 3.0 | | | 24 | 0 | | | | | 100% |
| ASIA150 001 | | Asia: An Introduction | 3.0 | 76 | 0 | | | | | X | X | 100% |
| ASIA151 001 | | Lit & Society In Se Asia | 3.0 | | | 36 | 0 | | | X | X | 100% |
| ASIA152 001 | | Survey Of South Asia | 3.0 | | | | | | | X | X | 100% |
| ASIA164 001 | | Music Of South Asia | 3.0 | | | 94 | 0 | | | | X | 100% |
| ASIA 231 001 | | Bollywood Cinema | 3.0 | | | | | | | | X | 100% |
| ASIA 232 001 | | Cities and Villages of South Asia | 3.0 | | | | | | | | X | 100% |
| ASIA241 02S | | Asian Literature Study Abroad | 3.0 | | | | | 13 | 0 | | X | 100% |
| ASIA244 01S | | Asian History Stdy Abrd | 3.0 | | | | | 26 | 0 | | X | 100% |
| ASIA225 001 | | Istanbul: Asia/Europe Crossrds | 3.0 | 35 | 0 | | | | | X | X | 50% |
| ASIA252 001 | | Pop Culture/Mod Se Asia | 3.0 | 29 | 0 | | | | | X | X | 100% |
| ASIA261 001 | | India Thru Western Eyes | 3.0 | | | 25 | 0 | | | | X | 100% |
| ASIA 262 001 | | Nation, Film, and Novel in Modern India | 3.0 | | | | | | | | X | 100% |
| ASIA267 001 | | South Asia | 3.0 | | | | | | | X | X | 100% |
| ASIA276 006 | | Modern Middle East | 3.0 | | | 6 | 0 | | | | | 25% |
| ASIA301 001 | | Pre-Modern Japanese Religions | 3.0 | 5 | 0 | | | | | | | 100% |
| ASIA302 001 | | Japanese Religions After 1868 | 3.0 | | | 4 | 0 | | | | | 100% |
| ASIA331 001 | | Cracking India Partition | 3.0 | | | | | 7 | 0 | | | 100% |
| ASIA332 001 | | Story Of Rama | 3.0 | | | 21 | 0 | | | | X | 100% |
| ASIA453 001 | | Global Shangri-La | 3.0 | 33 | 0 | | | | | X | X | 100% |
| ASIA461 001 | | Polititcal Economy Of South East Asia | 3.0 | 30 | 1 | | | | | | X | 100% |
| ASIA466H001 | | Murder & Mayhem In Thailand | 3.0 | | | 16 | 0 | | | | | 100% |
| ASIA490 002 | | Advanced Topics | 4.0 | | | | | | | X | | 100% |
| ASIA 562 001 | | Post-Mao Urban Culture and Arts | 3.0 | | | | | | | | X | 100% |
| ASIA578 001 | | Chinese Diaspora Asia Pacific | 3.0 | | | | | | | X | X | 100% |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|---|--------------|-------------------------------------|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| ASIA691H001 | | Senior Honors Thesis I | 3.0 | 9 | 0 | | | | | X | | 100% |
| CHIN150 001 | | Chinese Civilizat | 3.0 | 44 | 0 | | | 8 | 0 | X | X | 100% |
| CHIN252 001 | | Chinese Culture | 3.0 | | | 53 | 0 | | | X | X | 100% |
| CHIN342 001 | | Rise Of China | 3.0 | | | 32 | 0 | | | X | X | 100% |
| CHIN361 001 | | Chinese Traditional Theater | 3.0 | | | 38 | 0 | | | X | X | 100% |
| CHIN456 001 | | Chinese Environmental Literature | 3.0 | | | 8 | 0 | | | | | 100% |
| CHIN463 001 | | Narrative Ethics In Modern China | 3.0 | | | | | | | X | X | 100% |
| CHIN464 001 | | City In Modern China | 3.0 | 27 | 1 | | | 6 | 0 | | X | 100% |
| CHIN510 001 | | Intro Classical Chinese | 3.0 | | | | | | | X | | 100% |
| CHIN525 001 | | Ancient Philosophers | 3.0 | | | | | | | X | X | 100% |
| JAPN160 001 | | Introduction To Japanese Literature | 3.0 | | | | | | | X | X | 100% |
| JAPN161 001 | | Geisha In History Fiction Fantasy | 3.0 | | | | | | | X | X | 100% |
| JAPN162 001 | | Japanese Pop Culture | 3.0 | | | 52 | 0 | | | | X | 100% |
| JAPN231 001 | | Premodern Japanese Hist/Cult | 3.0 | 32 | 0 | | | | | | X | 100% |
| JAPN246 001 | | Early Modern Japan Hist & | 3.0 | | | 18 | 1 | | | | X | 100% |
| JAPN261 001 | | Japanese Theater | 3.0 | | | 27 | 0 | | | | X | 100% |
| JAPN306 001 | | Japanese Culture | 3.0 | | | 16 | 0 | | | X | X | 100% |
| JAPN351 001 | | Japanese Material Culture | 3.0 | 27 | 1 | | | | | | X | 100% |
| JAPN363 001 | | Japan'S Long 16Th Century | 3.0 | | | 30 | 0 | | | | X | 100% |
| JAPN375 001 | | Culture Of Modern Japan 1900-45 | 3.0 | | | | | | | X | X | 100% |
| JAPN381 001 | | Women & Work In Japan | 3.0 | | | | | | | X | X | 100% |
| JAPN384 001 | | Women Writers Japan | 3.0 | | | | | | | X | X | 100% |
| JAPN416 001 | | Working In Japan | 3.0 | | | | | | | X | X | 100% |
| JAPN451 001 | | Japanese Material Culture | 3.0 | | | | | | | X | X | 100% |
| JAPN482 001 | | Embodying Japan | 3.0 | | | | | | | X | X | 100% |
| KOR 150 001 | | Contemporary Korea | 3.0 | | | | | | | X | X | 100% |
| KOR 151 001 | | Social Change In Korea | 3.0 | | | | | | | X | X | 100% |
| ARAB150 001 | | Intro To Arab Cultures | 3.0 | | | | | 17 | 0 | X | X | 100% |
| ARAB151 001 | | Survey Of Arabic Lit | 3.0 | 33 | 0 | | | | | | | 100% |
| | | | | | | | | | | | | |
| African, African American, Diaspora Studies | | | | | | | | | | | | |
| AAAD301 001 | | China-Africa | 3.0 | | | | | | | X | | 50% |
| | | | | | | | | | | | | |
| Anthropology | | | | | | | | | | | | |
| ANTH101 001 | | Gen Anthropology | 3.0 | 35 | 0 | 34 | 0 | 21 | 0 | X | X | |
| ANTH101 003 | | Gen Anthropology | 3.0 | 33 | 0 | | | | | | X | |
| ANTH101 006 | | Gen Anthropology | 3.0 | 166 | 0 | 79 | 0 | | | X | X | |
| ANTH101 007 | | Gen Anthropology | 3.0 | | | | | | | X | X | |
| ANTH101 951 | | Gen Anthropology | 3.0 | 23 | 0 | | | | | | X | |
| Sub-Total General Anthropology | | | | 257 | 0 | 113 | 0 | 21 | 0 | | | 25% |
| | | | | | | | | | | | | |
| ANTH123 006 | | Habitat & Humanity | 3.0 | 179 | 0 | | | | | | | 25% |
| | | | | | | | | | | | | |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|--|--------------|--|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| ANTH142 990 | | Local Cultures Glob Forces | 3.0 | 8 | 0 | 8 | 0 | 10 | 0 | X | X | |
| ANTH142 991 | | Local Cultures Glob Forces | 3.0 | 11 | 0 | 7 | 0 | 6 | 0 | X | X | |
| ANTH142 992 | | Local Cultures Glob Forces | 3.0 | 1 | 0 | | | | | X | X | |
| Sub-Total Local Cultures Global Forces | | | | 20 | 0 | 15 | 0 | 16 | 0 | | | 25% |
| | | | | | | | | | | | | |
| ANTH145 006 | | World Prehistory | 3.0 | 188 | 0 | | | | | X | X | 25% |
| ANTH148 006 | | Human Origins | 3.0 | 115 | 0 | | | | | X | X | 25% |
| ANTH151 006 | | Food And Culture | 3.0 | | | 113 | 1 | 21 | 0 | X | X | 25% |
| ANTH319 001 | | Global Health | 3.0 | | | | | 28 | 2 | | X | 25% |
| ANTH319 006 | | Global Health | 3.0 | | | 239 | 1 | | | X | X | 25% |
| ANTH334 101 | | Art, Myth, And Nature | 3.0 | | | | | 9 | 0 | | | 25% |
| ANTH375 001 (ASIA375 001) | x | Memory In South East Asia | 3.0 | | | 29 | 1 | | | X | X | 100% |
| ANTH428 001 (FOLK428 001, RELI428 001) | x | Religion & Anthropology | 3.0 | | | 27 | 0 | | | X | X | 25% |
| ANTH429 001 (ASIA429 001, FOLK429 001) | x | Culture & Power In Southeast Asia | 3.0 | | | 21 | 0 | | | | X | 100% |
| ANTH461 001 | | Colonialism & Postcolonialism | 3.0 | | | | | | | X | X | 75% |
| ANTH502 001 | | Global And Transnational | 3.0 | 25 | 1 | | | | | X | X | 25% |
| ANTH578 001 | | China Diaspora Asia Pacific | 3.0 | | | | | | | X | X | 100% |
| | | | | | | | | | | | | |
| ANTH102 006 | | Cultural Anthropology | 3.0 | | | 105 | 1 | | | X | X | |
| ANTH102 990 | | Cultural Anthropology | 3.0 | 5 | 0 | 8 | 0 | | | X | X | |
| ANTH102 991 | | Cultural Anthropology | 3.0 | 16 | 0 | 8 | 3 | | | X | X | |
| ANTH102 990 | | Cultural Anth | 3.0 | | | | | 19 | 1 | | X | 25% |
| Sub-Total Cultural Anthropology | | | | 21 | 0 | 121 | 4 | 19 | 1 | | | 30% |
| | | | | | | | | | | | | |
| ANTH147 006 | | Comparative Healing System | 3.0 | 116 | 0 | 120 | 0 | | | X | | 40% |
| ANTH259 001 | | Culture And Identity | 3.0 | 30 | 1 | | | | | X | | 25% |
| | | | | | | | | | | | | |
| ANTH297 034 | | Directions In Anthropology | 3.0 | | | 31 | 0 | | | | X | |
| ANTH297 047 | | Directions In Anthropology | 3.0 | 25 | 0 | | | | | | X | |
| ANTH297 049 | | Directions In Anthropology | 3.0 | | | | | | | X | X | |
| ANTH297 071 | | Directions In Anthropology | 3.0 | 26 | 0 | | | | | X | X | |
| Sub-Total Diections In Anthropology | | | | 51 | 0 | 31 | 0 | | | | | 25% |
| | | | | | | | | | | | | |
| ANTH318 001 | | Humain Growth Development | 3.0 | | | 64 | 0 | | | X | X | 25% |
| ANTH445 001 | | Migration And Health | 3.0 | 33 | 0 | | | | | | X | 40% |
| ANTH491 001 | | Political Anthropology | 3.0 | | | | | | | X | X | 25% |
| ANTH567 001 | | Urban Anthropology | 3.0 | 27 | 0 | | | | | | X | 25% |
| ANTH701 001 | | Theory And Ethnography | 3.0 | 0 | 5 | | | | | X | X | 25% |
| ANTH702 001 | | Theory/Ethnography | 3.0 | | | 0 | 9 | | | X | X | 25% |
| ANTH750 001 | | Graduate Seminar In Medical Anthropology | 3.0 | | | | | | | X | X | 25% |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|--|--------------|----------------------------|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| Art | | | | | | | | | | | | |
| ART 456 001 (ASIA456 001) | x | Art And Culture/S Asia | 3.0 | 5 | 2 | | | | | | | 100% |
| ART 458 001 | | Islamic Palaces/Gardens | 3.0 | | | 7 | 1 | | | | | 30% |
| ART 956 001 | | Seminar In Islamic Art | 3.0 | 0 | 6 | | | | | | | 40% |
| ART 980 001 | | Seminar In Modern Art | 3.0 | 0 | 14 | | | | | | | 25% |
| ART 273 001 (ASIA273 001) | x | Arts In Mughal India | 3.0 | | | 19 | 0 | | | | | 100% |
| ART 468 001 | | Art In Modern China | 3.0 | | | 16 | 0 | | | X | | 100% |
| ART 562 001 | | Islamic Urbanism | 3.0 | 8 | 2 | | | | | | | 50% |
| ART 588 001 | | Current Issues In Art | 3.0 | | | 17 | 2 | | | | | 25% |
| ART 954 001 | | Seminar In Chinese Art | 3.0 | | | 0 | 5 | | | | | 100% |
| ARTH153 001 (ASIA153 001) | x | Intro To South Asian Art | 3.0 | 81 | 0 | | | | | X | X | 100% |
| ARTH258 001 | | Han To Tang | 3.0 | | | | | | | X | X | 100% |
| ARTH363 001 | | Medieval Buddhist Art | 3.0 | | | | | | | X | X | 100% |
| ARTH955 001 | | South Asian Art | 3.0 | | | | | | | X | X | 100% |
| DRAM475 001 | | African & Asian Costume | 3.0 | | | | | | | X | X | 50% |
| DRAM117 001 | | World Drama | 3.0 | | | 25 | 0 | | | X | X | 45% |
| DRAM291 001 | | Shakespeare In East Asia | 3.0 | | | 8 | 0 | | | X | X | 80% |
| DRAM283 001 | | Theatr Hist/Lit III | 3.0 | | | | | | | X | X | 25% |
| | | | | | | | | | | | | |
| Business | | | | | | | | | | | | |
| BUSI202 01S | | Business In East Asia | | | | | | 19 | 0 | | X | 100% |
| BUSI203 01S | | Business In South Asia | | | | | | 23 | 0 | | X | 100% |
| BUSI533 001 | | Supply Chain Management | 3.0 | 34 | 0 | | | | | X | X | 25% |
| | | | | | | | | | | | | |
| BUSI535 001 | | Global Operations Strategy | 1.5 | 2 | 0 | | | | | X | X | |
| BUSI535 002 | | Global Operations Strategy | 1.5 | 2 | 0 | | | | | X | X | |
| Sub-Total Global Operations Strategy | | | | 4 | | | | | | | | 30% |
| | | | | | | | | | | | | |
| BUSI610 001 | | Global Business | 3.0 | 32 | 0 | 32 | 0 | | | X | X | |
| BUSI610 002 | | Global Business | 3.0 | 35 | 0 | 34 | 0 | | | X | X | |
| Sub-Total Global Business(2 Sections Each Semester) | | | | 67 | 0 | 66 | 0 | | | | | 30% |
| | | | | | | | | | | | | |
| BUSI617 001 | | Global Marketing | 3.0 | 37 | 0 | | | | | X | X | 30% |
| | | | | | | | | | | | | |
| BUSI618 001 | | Global Financial Markets | 1.5 | 25 | 0 | | | | | X | X | |
| BUSI618 002 | | Global Financial Markets | 1.5 | 31 | 0 | | | | | X | X | |
| BUSI618 003 | | Global Financial Markets | 1.5 | 31 | 0 | | | | | X | X | |
| Sub-Total Global Financial Markets | | | | 87 | 0 | | | | | | | 25% |
| | | | | | | | | | | | | |
| BUSI623 001 | | Global Venturing | 3.0 | 14 | 0 | | | | | X | X | 25% |
| | | | | | | | | | | | | |
| MBA 718 973A | | Global Supply Chain Mgmt | 2.0 | | | 0 | 15 | | | X | X | |
| MBA 718 973B | | Global Supply Chain Mgmt | 2.0 | 0 | 16 | 0 | 14 | | | X | X | |
| MBA 718 973C | | Global Supply Chain Mgmt | 2.0 | | | 0 | 8 | | | | | |
| Sub-Total Global Supply Chain Management | | | | 0 | 16 | 0 | 37 | | | | | 50% |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|--|--------------|----------------------------------|--------|----------------------|----|--------|-----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| | | | | | | | | | | | | |
| MBA 741G001 | | Global Marketing | 2.0 | | | 0 | 48 | | | X | X | |
| MBA 741G002 | | Global Marketing | 2.0 | | | 0 | 49 | | | X | X | |
| MBA 741G973A | | Global Marketing | 2.0 | 0 | 13 | 0 | 10 | | | X | X | |
| MBA 741G973B | | Global Marketing | 2.0 | 0 | 10 | 0 | 11 | | | | X | |
| Sub-Total Global Marketing | | | | 0 | 23 | 0 | 118 | | | | | 30% |
| | | | | | | | | | | | | |
| MBA 795 958 | | Global Business Environment | 2.0 | | | | | | | X | X | 30% |
| | | | | | | | | | | | | |
| MBA 806 001 | | Global Context Of Business | 1.5 | | | 0 | 43 | | | | X | |
| MBA 806 002 | | Global Context Of Business | 1.5 | | | 0 | 41 | | | | X | |
| MBA 806 956 | | Global Context Of Business | 1.5 | | | | | | | X | X | |
| MBA 806 956A | | Global Context Of Business | 1.5 | | | | | | | X | X | |
| MBA 806 957 | | Global Context Of Business | 1.5 | | | | | | | X | X | |
| Sub-Total Global Context Of Business | | | | | | 0 | 84 | | | | | 35% |
| | | | | | | | | | | | | |
| MBA 831 973A | | Innovation & Entrepreneurship | 1.0 | | | | | | | X | X | |
| MBA 831 973B | | Innovation & Entrepreneurship | 1.0 | | | | | | | X | X | |
| MBA 831 973C | | Innovation & Entrepreneurship | 1.0 | | | | | | | X | X | |
| Sub-Total Innovation & Entrepreneurshi | | | | | | | | | | | | 25% |
| | | | | | | | | | | | | |
| MBA 858 958 | | Adapt Dynamic Environment (Asia) | 3.5 | | | 0 | 30 | | | X | X | 25% |
| | | | | | | | | | | | | |
| MBA 892A973A | | Global Immersion I | 1.0 | 0 | 15 | 0 | 26 | | | X | X | |
| MBA 892B973A | | Global Immersion II | 1.0 | 0 | 17 | 0 | 18 | | | X | X | |
| MBA 892B973A | | Global Immersion II | 1.0 | | | 0 | 18 | | | X | X | |
| MBA 892C973A | | Global Immersion III | 1.0 | 0 | 10 | 0 | 10 | | | X | X | |
| MBA 892C973A | | Global Immersion III | 1.0 | | | 0 | 10 | | | X | X | |
| MBA 892D973A | | Global Immersion IV | 1.0 | | | 0 | 9 | | | X | X | |
| Sub-Total Global Immersion | | | | 0 | 42 | 0 | 91 | | | | | 30% |
| | | | | | | | | | | | | |
| MBA 709A001 | | Global Operations Strategy | 1.5 | 0 | 30 | | | | | X | X | |
| MBA 709A002 | | Global Operations Strategy | 1.5 | 0 | 38 | | | | | X | X | |
| Sub-Total Global Operations Strategy | | | | | | | | | | | | 30% |
| | | | | | | | | | | | | |
| MBA 796 001 | | Global Financial Mkts | 2.0 | 0 | 30 | | | | | X | X | |
| MBA 796 002 | | Global Financial Mkts | 2.0 | 0 | 30 | | | | | X | X | |
| MBA 796 003 | | Global Financial Mkts | 2.0 | 0 | 28 | | | | | X | X | |
| Sub-Total Global Financial Markets | | | | 0 | 88 | | | | | | | 25% |
| | | | | | | | | | | | | |
| MBA 861 001 | | Global Leadership | 2.0 | 0 | 21 | | | | | X | X | |
| MBA 861 002 | | Global Leadership | 2.0 | | | 0 | 29 | | | X | X | |
| Sub-Total Global Leadership | | | | 0 | 21 | 0 | 29 | | | | | 25% |
| | | | | | | | | | | | | |
| MBA 862 001 | | International Development | 1.5 | 0 | 32 | | | | | X | X | |
| | | | | | | | | | | | | |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|---|--------------|-----------------------------------|--------|----------------------|----|--------|-----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| MBA 870 001 | | Global Immersion | 1.0 | | | 0 | 19 | | | X | X | |
| MBA 870 002 | | Global Immersion | 1.0 | | | 0 | 18 | | | X | X | |
| MBA 870 003 | | Global Immersion | 1.0 | | | 0 | 20 | | | X | X | |
| MBA 870 004 | | Global Immersion | 1.0 | | | 0 | 25 | | | X | X | |
| MBA 870 957 | | Global Immersion | 1.0 | | | 0 | 14 | | | | X | |
| MBA 870 973A | | Global Immersion | 1.0 | | | 0 | 26 | | | X | X | |
| Sub-Total Global Immersion | | | | | | 0 | 122 | | | | | 30% |
| | | | | | | | | | | | | |
| MBA 879A001 | | Working Mandarin-A | 2.5 | 0 | 19 | | | | | X | X | |
| MBA 879B001 | | Working Mandarin-B | 2.5 | | | 0 | 7 | | | X | X | |
| Mandarin | | | | 0 | 19 | 0 | 7 | | | X | X | 100% |
| | | | | | | | | | | | | |
| MBA 889 001 | | Star: Global Business Project | 4.0 | | | 0 | 14 | | | X | X | |
| MBA 889 973A | | Star: Global Business Project | 4.0 | | | | | | | X | X | |
| Business Project | | | | 0 | 0 | 0 | 14 | | | | | 60% |
| | | | | | | | | | | | | |
| Communication Studies | | | | | | | | | | | | |
| COMM350 001 | | Practices Of Cultural Studies | 3.0 | 25 | 0 | 24 | 0 | | | X | X | 25% |
| COMM548 001 | | Humor And Culture | 3.0 | | | | | | | X | X | 25% |
| | | | | | | | | | | | | |
| Economics | | | | | | | | | | | | |
| ECON460 001 (PWAD460 001) | x | International Economics | 3.0 | | | 51 | 0 | 39 | 0 | X | X | |
| ECON460 002 (PWAD460 002) | x | International Economics | 3.0 | 49 | 0 | 49 | 0 | | | X | X | |
| ECON460 003 (PWAD460 003) | x | International Economics | 3.0 | 48 | 0 | 49 | 0 | | | | X | |
| Sub-Total International Economics | | | | 97 | 0 | 149 | 0 | 39 | 0 | | | 30% |
| | | | | | | | | | | | | |
| ECON469 001 (ASIA469 001) | | West/Asian Economic System | 3.0 | | | 32 | 0 | | | X | X | 50% |
| ECON056 001 | | Asia And The West | 3.0 | 19 | 0 | | | | | | X | 50% |
| | | | | | | | | | | | | |
| ECON465 001 | | Economic Development | 3.0 | | | 47 | 0 | 22 | 0 | | X | |
| ECON465 002 | | Economic Development | 3.0 | | | 41 | 0 | | | X | X | |
| ECON465 003 | | Economic Development | 3.0 | | | 44 | 0 | | | X | X | |
| ECON465 004 | | Economic Development | 3.0 | | | | | | | X | X | |
| Sub-Total Economic Development | | | | | | 132 | 0 | 22 | 0 | | | 45% |
| | | | | | | | | | | | | |
| ECON560 001 | | Advanced Int'Ernational Economics | 3.0 | 18 | 0 | 26 | 0 | | | X | X | |
| ECON560 002 | | Advanced Int'Ernational Economics | 3.0 | | | | | | | X | X | |
| Sub-Total Advance International Economics | | | | 18 | 0 | 26 | 0 | | | | | 30% |
| Education | | | | | | | | | | | | |
| EDUC521 001 | | Schools, Cultures & Communities I | 3.0 | 28 | 2 | | | | | X | X | 25% |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|--|--------------|--|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| EDUC522 001 | | Schools, Cultures & Communities II | 3.0 | | | | | | | X | X | 25% |
| EDUC758 001 | | Immigration And Education | 3.0 | | | 0 | 24 | | | | X | 25% |
| EDUC776 001 | | Gender, Race & Class | 3.0 | | | | | | | X | X | 25% |
| EDUC804 001 | | Seminar In Culture Curriculum & Change | 3.0 | 0 | 13 | | | | | | X | 25% |
| EDUC508 001 | | Cultural Competence | 3.0 | | | 29 | 0 | | | X | X | 50% |
| | | | | | | | | | | | | |
| English & Comparative Literature | | | | | | | | | | | | |
| CMPL143 001 | | Global Cinema | 3.0 | 73 | 0 | 90 | 0 | | | X | X | 25% |
| CMPL257 001 | | Modernity In World Cinema | 3.0 | | | | | | | X | X | 25% |
| CMPL255 001 (ASIA 255 001) | x | The Feast in Film, Fiction, and Philosophy | 3.0 | | | | | | | | X | 75% |
| CMPL379H001 (ASIA379H001) | x | Cowboys,Samurai,Rebels | 3.0 | | | 16 | 0 | | | | X | 30% |
| ENGL141 001 | | World Literatures In English | 3.0 | | | 32 | 0 | | | X | X | 25% |
| ENGL141 002 | | World Literatures In English | 3.0 | | | | | | | X | X | 25% |
| | | | | | | | | | | | | |
| ENGL143 001 | | Film & Culture | 3.0 | 38 | 0 | 35 | 0 | 33 | 0 | X | X | |
| ENGL143 002 | | Film & Culture | 3.0 | 31 | 0 | 35 | 0 | | | X | X | |
| ENGL143 003 | | Film & Culture | 3.0 | 32 | 0 | 26 | 0 | | | X | X | |
| ENGL143 004 | | Film & Culture | 3.0 | | | 35 | 0 | | | | X | |
| ENGL143 005 | | Film & Culture | 3.0 | | | | | | | X | X | |
| ENGL143 006 | | Film & Culture | 3.0 | | | | | | | X | X | |
| ENGL143 007 | | Film & Culture | 3.0 | 36 | 0 | | | | | | | |
| Sub-Total Film & Culture | | | | 137 | 0 | 131 | 0 | 33 | 0 | | | 25% |
| | | | | | | | | | | | | |
| ENGL270 001 | | Studies In Asian American Literature | 3.0 | 33 | 0 | | | | | | X | 50% |
| ENGL365 001 | | Migration/Globalization | 3.0 | | | 16 | 0 | | | X | X | 25% |
| ENGL489 001 | | Cultural Stud-Issues | 3.0 | | | | | | | X | X | 25% |
| ENGL762 001 | | Topics In Cultural Studies | 3.0 | | | | | | | X | X | 25% |
| | | | | | | | | | | | | |
| ENST270 001 | | Global Environment | 3.0 | | | | | | | X | X | |
| | | | | | | | | | | | | |
| French (Romance Language and Literature) | | | | | | | | | | | | |
| FREN383 001 | | Franco-Asian Encounters | 3.0 | | | | | | | X | X | 50% |
| | | | | | | | | | | | | |
| Geography | | | | | | | | | | | | |
| GEOG056 001 | | Fys Local/Global World | 3.0 | 23 | 0 | | | | | X | X | |
| GEOG064 001 | | Fys: Geography Of Vietnam | 3.0 | | | | | | | X | X | 100% |
| | | | | | | | | | | | | |
| GEOG120 001 (PWAD120 001) | x | World Regional Geog | 3.0 | 148 | 0 | 140 | 0 | 11 | 0 | X | X | |
| GEOG120 002 (PWAD120 002) | x | World Regional Geog | 3.0 | 113 | 0 | 97 | 0 | 0 | 0 | | X | |
| GEOG120 990 (PWAD120 003) | x | World Regional Geog | 3.0 | 3 | 0 | 10 | 0 | 7 | 0 | X | X | |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|---|--------------|---|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| GEOG120 991 | | World Regional Geog | 3.0 | 13 | 1 | 16 | 0 | 6 | 0 | X | X | |
| GEOG120 992 | | World Regional Geog | 3.0 | | | 1 | 0 | | 1 | X | X | |
| Sub-Total World Regional Geography | | | | 277 | 1 | 264 | 0 | 24 | 1 | | | 25% |
| GEOG267 001 | | South Asia | 3.0 | | | | | | | X | X | 100% |
| GEOG270 001 | | Geography Of China | 3.0 | 19 | 0 | | | | | | X | 100% |
| GEOG453 001 | | Political Geography | 3.0 | 48 | 0 | | | | | X | X | 25% |
| GEOG805 001 | | International Development Health & Disease Seminar | 3.0 | 3 | 5 | | | | | X | X | |
| GEOG121 001 | | People And Places | 3.0 | 135 | 0 | 113 | 0 | | | X | X | |
| GEOG121 002 | | People And Places | 3.0 | | | 71 | 0 | | | | X | |
| GEOG121 951 | | People And Places | 3.0 | 13 | 1 | | | | | | | |
| Sub-Total People And Places | | | | 148 | 1 | 184 | 0 | | | | | 30% |
| GEOG125 001 | | Cultural Landscapes | 3.0 | 46 | 0 | | | | | X | X | 30% |
| GEOG130 001 | | Developing World | 3.0 | 55 | 0 | 94 | 0 | 9 | 0 | X | X | |
| GEOG130 951 | | Developing World | 3.0 | | | | | | | X | X | |
| Sub-Total Developing World | | | | 55 | 0 | 94 | 0 | 9 | 0 | | | 50% |
| GEOG212 001 | | Environment Conservation And Global Change | 3.0 | 46 | 0 | | | | | X | X | 25% |
| GEOG228 001 | | Urban Geography | 3.0 | 30 | 0 | 49 | 0 | | | X | X | 25% |
| GEOG232 001 | | Agriculture-Food-Society | 3.0 | | | 27 | 0 | | | | X | 25% |
| GEOG392 001 | | Research Methods In Geog | 3.0 | 10 | 0 | | | | | X | X | 25% |
| GEOG423 001 | | Social Geography | 3.0 | 36 | 2 | 22 | 0 | | | X | X | 25% |
| GEOG424 001 | | Geographies Of Religion | 3.0 | | | | | | | X | X | 35% |
| GEOG428 001 | | Urban Social Geography | 3.0 | | | 24 | 0 | | | X | X | 25% |
| GEOG434 001 | | Culture Ecology Of Disease | 3.0 | | | 43 | 0 | | | X | X | 25% |
| GEOG435 001 | | Environmental Politics | 3.0 | | | | | | | X | X | 25% |
| GEOG460 001 | | Geog Of Econ Change | 3.0 | 26 | 0 | | | | | X | X | 25% |
| GEOG703 001 | | Research Design | 3.0 | 0 | 7 | | | | | X | X | 25% |
| GEOG814 001 | | Social Seminar | 3.0 | 0 | 6 | | | | | | | 25% |
| Global Studies | | | | | | | | | | | | |
| GLBL210 001 (ANTH210 001, GEOG210 001,POLI210 001) | x | Global Issues | 3.0 | 189 | 1 | 161 | 0 | | | X | X | |
| GLBL210 002 | | Global Issues | 3.0 | 51 | 0 | 49 | 0 | | | X | X | |
| GLBL210 003 | | Global Issues | 3.0 | | | 36 | 0 | | | | X | |
| GLBL210 990 | | Global Issues | 3.0 | 5 | 0 | 3 | 0 | | | X | X | |
| GLBL210 991 | | Global Issues | 3.0 | 7 | 2 | 13 | 0 | | | X | X | |
| GLBL210 992 | | Global Issues | 3.0 | | | | | | | X | X | |
| Sub-Total-Global Issues | | | | 252 | 3 | 262 | 0 | | | | | 25% |
| GLBL281 001 | | Phillips Ambassadors Program | 3.0 | | | | | | | X | X | 100% |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|---|--------------|--|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| GLBL487 001 | | Social Movements | 3.0 | | | | | | | X | X | 25% |
| GLBL789 001 | | Teaching Language Across Curriculum | 3.0 | | | 0 | 7 | | | | | 25% |
| | | | | | | | | | | | | |
| Public Health | | | | | | | | | | | | |
| HPM 664 001 | | Globalization &Health | 3.0 | | | 0 | 24 | | | X | X | 25% |
| HPM 722 001 | | Ethical Issues In Health Policy And Management | 3.0 | | | | | | | X | X | 25% |
| PUBH500 001 | | Global Health Discuss Series | 0.5 | 1 | 42 | 0 | 27 | | | X | X | 30% |
| PUBH510 001 | | Interdisiplinary Perspectives In Global Health | 3.0 | | | | | | | X | X | 30% |
| | | | | | | | | | | | | |
| PUBH712 01W | | Global Health Ethics | 3.0 | | | 0 | 1 | | | X | X | |
| PUBH712 965 | | Global Health Ethics | 3.0 | | | 0 | 8 | | | X | X | |
| PUBH712 966 | | Global Health Ethics | 3.0 | | | 0 | 2 | | | X | X | |
| Sub-Total -Global Health Ethics | | | | | | 0 | 11 | | | | | 25% |
| | | | | | | | | | | | | |
| PUBH711 01W | | Critical Issues In Global Public Health | 3.0 | | | | | | | X | X | |
| PUBH711 966 | | Critical Issues In Global Public Health | 3.0 | 0 | 15 | | | | | X | X | |
| Sub-Total-Critical Issues In Global Public Health | | | | 0 | 15 | 0 | 0 | | | | | 30% |
| | | | | | | | | | | | | |
| PUBH713 965 | | Global Infectious Disease Epidemiology | 3.0 | 0 | 8 | | | | | X | X | 25% |
| | | | | | | | | | | | | |
| History | | | | | | | | | | | | |
| HIST133 001(ASIA133 001) | x | Intro To Chinese History | 3.0 | 64 | 0 | | | 82 | 0 | | X | 100% |
| HIST134 001 ('ASIA134 001, PWAD134 001) | x | Modern East Asia | 3.0 | 31 | 0 | | | | | | X | 100% |
| HIST135 001 ('ASIA135 001) | x | South Asia To 1750 | 3.0 | 101 | 0 | | | | | X | X | 100% |
| HIST139 006 ('ASIA139 006) | x | Muslim Soc Since 1500 | 3.0 | | | 29 | 0 | | | | X | 50% |
| HIST250 001 | | Human Rights In Mod World | 3.0 | | | | | | | X | X | 25% |
| HIST284 001 | | Late Imperial China | 3.0 | 30 | 0 | | | | | X | X | 100% |
| HIST285 006 | | 20Th-Century China | 3.0 | | | 92 | 0 | | | X | X | 100% |
| HIST331 001 | | Sex, Religion, Violence | 3.0 | | | | | | | X | X | 25% |
| HIST351 006 ('PWAD351 006) | x | Global History Of Warfar | 3.0 | | | 106 | 0 | | | X | X | 25% |
| HIST550 001 | | Gender In Chinese History | 3.0 | | | | | | | X | X | 100% |
| HIST062 001 | | Nations/Borders/Identity | 3.0 | 24 | 0 | | | | | | | 30% |
| HIST136 001 | | South Asia Since 1750 | 3.0 | | | 34 | 0 | | | X | X | 100% |
| | | | | | | | | | | | | |
| HIST140 001 | | The World Since 1945 | 3.0 | 44 | 0 | 46 | 0 | 38 | 0 | X | X | |
| HIST140 002 | | The World Since 1945 | 3.0 | 49 | 0 | 48 | 0 | | | X | X | |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|--------------------------------|--------------|---|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| HIST140 003 | | The World Since 1945 | 3.0 | 50 | 0 | | | | | X | X | |
| HIST140 004 | | The World Since 1945 | 3.0 | | | | | | | X | X | |
| HIST140 006 | | The World Since 1945 | 3.0 | 160 | 0 | 202 | 0 | | | X | X | |
| HIST140 007 | | The World Since 1945 | 3.0 | 159 | 0 | 103 | 0 | | | X | X | |
| HIST140 008 | | The World Since 1945 | 3.0 | | | 50 | 0 | | | X | X | |
| HIST140 009 | | The World Since 1945 | 3.0 | | | | | | | X | X | |
| HIST140 990 | | The World Since 1945 | 3.0 | 4 | 0 | 1 | 0 | 14 | | X | X | |
| HIST140 991 | | The World Since 1945 | 3.0 | 19 | 0 | 19 | 1 | 4 | | X | X | |
| HIST140 992 | | The World Since 1945 | 3.0 | 1 | 0 | | | | | X | X | |
| Sub-Total-The World Since 1945 | | | | 486 | 0 | 469 | 1 | 56 | 0 | | | 30% |
| | | | | | | | | | | | | |
| HIST281 001 | | Pacific War | 3.0 | 28 | 0 | | | 8 | 0 | X | X | 25% |
| HIST292 001 | | Britain In World Affairs Since 1945 | 3.0 | 24 | 0 | | | | | | | 25% |
| HIST292 003 | | Ottoman Empire, 1300-1923 | 3.0 | 23 | 0 | | | | | | X | 30% |
| HIST292 005 | | Sex, Violence And Religion; Revolutionary Thought In Modern South Asia | 3.0 | 17 | 1 | | | | | | | 25% |
| HIST292 007 | | Islam In South Asia | 3.0 | 5 | 0 | | | | | | | 100% |
| HIST292 008 | | Global Evangelicalism | 3.0 | 23 | 0 | | | | | | | 25% |
| HIST292 009 | | Human Rights In The Modern World | 3.0 | 25 | 0 | | | | | | X | 40% |
| HIST390 001 | | Topics In The History Of The Ottoman Empire, 1300-1923: A World Historical Approach | 3.0 | | | | | | | X | X | 30% |
| HIST390 002 | | The British Atlantic World, 1500-1850 | 3.0 | | | | | | | X | X | 25% |
| HIST390 003 | | Modern British History 1890 To The Present | 3.0 | | | | | | | X | X | 25% |
| HIST390 004 | | Kama Sutra: Love, Sex And Politics In Pre-Modern India | 3.0 | | | | | | | X | X | 100% |
| HIST393 003 | | Forces Of Habit: Alcohol And Drugs In Global History | 3.0 | 17 | 0 | | | | | | X | 25% |
| HIST393 004 | | The League Of Nations And The Middle East | 3.0 | 13 | 0 | 14 | 0 | | | X | X | 30% |
| HIST393 005 | | Engaging With Islam: Religious Thought And Practice In Modern And Contemporary South Asia | 3.0 | | | 8 | 0 | | | | X | 100% |
| HIST398 001 | | Boom Cities: Urban Histories Of A Modernizing Age, 1870–1914 | 3.0 | | | | | | | X | X | 25% |
| HIST398 004 | | International Global History | 3.0 | | | | | | | X | X | 25% |
| HIST398 012 | | Seminar In History: The Global '70S | 3.0 | | | | | | | X | X | 25% |
| HIST722 001 | | Contemporary Global History | 3.0 | | | 0 | 9 | | | | | 25% |
| HIST890 001 | | Sexuality And Gender In The Modern World | 3.0 | 0 | 2 | 0 | 9 | | | X | X | 30% |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|--|--------------|---|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| HIST890 002 | | Global Intellectual History Of Muslim Societies | 3.0 | 0 | 9 | 0 | 6 | | | X | X | 30% |
| Law | | | | | | | | | | | | |
| LAW 223 001 | | Asian Law | 3.0 | | | | | | | X | X | 100% |
| Marine Sciences | | | | | | | | | | | | |
| MASC432 001 | | Rivers And Global Change | 3.0 | | | | | | | X | X | 25% |
| Linguistics | | | | | | | | | | | | |
| LING145 001 | | Language Communication | 3.0 | | | | | 7 | 0 | X | X | 25% |
| Music | | | | | | | | | | | | |
| MUSC059 001 | | 20Th-C Music/Art | 3.0 | | | 23 | 0 | | | X | X | 25% |
| MUSC146 001 | | Intro To World Musics | 3.0 | | | 170 | 0 | | | X | X | |
| MUSC146 990 | | Intro To World Musics | 3.0 | | | 4 | 0 | 10 | 0 | X | X | |
| MUSC146 991 | | Intro To World Musics | 3.0 | | | 2 | 0 | | | X | X | |
| Sub-Total Introduction To World Musics | | | | | | 176 | 0 | 10 | 0 | | | 30% |
| MUSC234 001 | | World Music Theory | 3.0 | | | | | | | X | X | |
| City and Regional Urban Planning | | | | | | | | | | | | |
| PLAN651 001 | | Urban Design | 3.0 | | | | | | | X | X | 25% |
| PLAN685 001 | | Water Policy In Lesser Developed Countries | 3.0 | | | 3 | 12 | | | X | X | 40% |
| PLAN591 001 | | Advanced Geographic Information System | 3.0 | | | 3 | 11 | | | | X | 25% |
| PLAN 744 001 | | Development and Environmental Management | | | | | | | | | X | 25% |
| Public Policy | | | | | | | | | | | | |
| PLCY110 001 | | Global Policy Issues | 3.0 | | | | | | | X | X | 25% |
| PLCY370 001 | | Global Environment | 3.0 | | | | | | | X | X | 25% |
| PLCY565 001 | | Global Health Policy | 3.0 | | | | | | | X | X | 25% |
| PLCY570 001 | | Health And Human Rights | 3.0 | | | | | | | X | X | 25% |
| PLCY717 001 | | Political Institutions | 3.0 | | | 1 | 10 | | | | | 25% |
| Political Science | | | | | | | | | | | | |
| POLI150 001 (PWAD150 001) | x | International Relations and World Politics | 3.0 | 278 | 0 | 200 | 0 | 5 | 0 | X | X | |
| POLI150 002 (PWAD150 002) | x | International Relations and World Politics | 3.0 | 28 | 0 | 43 | 0 | | | X | X | |
| POLI150 003 (PWAD150 003) | x | International Relations and World Politics | 3.0 | 39 | 0 | 40 | 0 | | | X | X | |
| POLI150 004 | | International Relations and World Politics | 3.0 | | | | | | | X | X | |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content |
|---|--------------|---|--------|----------------------|----|--------|----|--------|----|----------------------------|----------------------------|----------------|
| | | | | Fall | | Spring | | Summer | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | |
| POLI150 005 | | International Relations and World Politics | 3.0 | | | | | | | X | X | |
| POLI150 990 | | International Relations and World Politics | 3.0 | 3 | 0 | 2 | 0 | | | X | X | |
| POLI150 991 | | International Relations and World Politics | 3.0 | 9 | 0 | 9 | 1 | | | X | X | |
| POLI150H001 | | International Relations and World Politics | 3.0 | 28 | 0 | 26 | 0 | | | X | X | |
| Sub-Total- International Relations And World Politics | | | | 385 | 0 | 320 | 1 | 5 | 0 | | | 25% |
| | | | | | | | | | | | | |
| POLI237 001 | | Politics Of China | 3.0 | | | | | | | X | X | 100% |
| POLI731 001 | | Politics Of Devevelopment & Change | 3.0 | 0 | 13 | | | | | X | X | 25% |
| POLI750 001 | | International Relations Theory I | 3.0 | | | 1 | 10 | | | X | X | 25% |
| POLI753 001 | | International Conflicts & Corporation | 3.0 | | | | | | | X | X | 25% |
| | | | | | | | | | | | | |
| Peace, War, and Defence | | | | | | | | | | | | |
| PWAD351 006 | | Global History Of Warfar | 3.0 | | | 55 | 0 | | | X | X | 25% |
| PWAD453 001 | | Political Geography | 3.0 | | | | | | | X | X | 25% |
| PWAD457 001 | | International Conflict Processes | 3.0 | | | | | | | X | X | 25% |
| PWAD467 001 | | Lang & Political Identity | 3.0 | | | 14 | 2 | | | | | 25% |
| | | | | | | | | | | | | |
| Religious Studies | | | | | | | | | | | | |
| RELI064 001 | | Religion -Introducing Islam | 3.0 | | | | | | | X | X | 30% |
| RELI165H001 | | Mysticism | 3.0 | | | | | | | X | X | 50% |
| RELI181 001 | | Islamic Civilization/Modern | 3.0 | | | 90 | 0 | | | X | X | 75% |
| RELI283 001 | | Buddhist Tradition: India, Nepal, Tibet | 3.0 | | | 45 | 0 | 12 | 0 | X | X | 100% |
| RELI285 001 (ASIA300 001) | | Buddhist Tradition South East Asia & Srilanka | 3.0 | | | | | | | X | X | 100% |
| RELI287 001 | x | Japanese Religion After 1868 | 3.0 | | | 21 | 0 | | | | | 100% |
| RELI421 001 | | Religion & Science | 3.0 | | | | | | | X | X | 25% |
| RELI581 001 (ASIA581 001) | x | Sufism | 3.0 | | | | | | | X | X | 75% |
| RELI582 001 (ASIA582 001) | x | Islam In South Asia | 3.0 | | | 4 | 2 | | | X | X | 100% |
| RELI881 001 | | Islamic Thought | 3.0 | | | | | | | X | X | 50% |
| | | | | | | | | | | | | |
| Sociology | | | | | | | | | | | | |
| SOCI101 001 | | Sociologica Perspectives | 3.0 | | | | | 32 | 0 | X | X | |
| SOCI101 002 | | Sociologica Perspectives | 3.0 | | | | | | | X | X | |
| SOCI101 003 | | Sociologica Perspectives | 3.0 | | | | | | | X | X | |
| SOCI101 004 | | Sociologica Perspectives | 3.0 | | | 184 | 0 | | | X | X | |
| SOCI101 951 | | Sociologica Perspectives | 3.0 | | | | | | | X | X | |
| SOCI101 990 | | Sociologica Perspectives | 3.0 | 5 | 0 | 13 | 0 | 14 | 0 | X | X | |
| SOCI101 991 | | Sociologica Perspectives | 3.0 | 8 | 5 | 12 | 0 | 1 | 2 | X | X | |
| SOCI101 992 | | Sociologica Perspectives | 3.0 | | | 0 | 1 | 2 | 0 | X | X | |

| Course No | Cross-Listed | Course Title | Credit | Enrollment 2012-2013 | | | | | | 2013-2014 Being Offered | 2014-2015 To be Offered | % Asia content | |
|--|--------------|--------------------------|--------|----------------------|------------|----------|------------|----------|-----------|----------------------------|----------------------------|----------------|------------|
| | | | | Fall | | Spring | | Summer | | | | | |
| | | | | UG | GR | UG | GR | UG | GR | | | | |
| Sub-Total Sociologica Perspectives | | | | | 13 | 5 | 209 | 1 | 49 | 2 | | | 25% |
| | | | | | | | | | | | | | |
| SOCI121 001 | | Population Problems | 3.0 | 39 | 0 | 40 | 0 | | | | | | 50% |
| | | | | | | | | | | | | | |
| SOCI122 001 | | Race & Ethnic Relations | 3.0 | 114 | 0 | 113 | 0 | 40 | 0 | X | X | | |
| SOCI122 002 | | Race & Ethnic Relations | 3.0 | 42 | 0 | 48 | 0 | | | X | X | | |
| SOCI122 004 | | Race & Ethnic Relations | 3.0 | | | | | | | X | X | | |
| SOCI122 951 | | Race & Ethnic Relations | 3.0 | | | | | | | X | X | | |
| SOCI122 990 | | Race & Ethnic Relations | 3.0 | 10 | 0 | 13 | 0 | | | X | X | | |
| SOCI122 991 | | Race & Ethnic Relations | 3.0 | 13 | 0 | 12 | 0 | | | X | X | | |
| SOCI122 992 | | Race & Ethnic Relations | 3.0 | | | | | | | X | X | | |
| Sub-Total Race & Ethnic Relations | | | | | 218 | 0 | 226 | 0 | 40 | 0 | | | 25% |
| | | | | | | | | | | | | | |
| SOCI414 001 | | City/Urban | 3.0 | | | 25 | 1 | | | | X | 25% | |
| SOCI418 001 | | Contemp Chinese Soc | 3.0 | | | | | | | X | X | 100% | |
| SOCI870 001 | | Soci Of Culture | 3.0 | | | 0 | 7 | | | | | 25% | |
| | | | | | | | | | | | | | |
| Women's and Gender Studies | | | | | | | | | | | | | |
| WMST281 001 | | Gender And Global Change | 3.0 | 25 | 0 | 24 | 0 | | | X | X | 25% | |
| WMST381 001 | | Women & Work In Japan | 3.0 | | | | | | | X | | 100% | |
| WMST384 001 | | Women Writers Japan | 3.0 | | | | | | | X | X | 100% | |

APPENDIX 4: PERFORMANCE MANAGEMENT FORMS

Note: The Project Goal numbers correspond to the Activity numbers on the Program Planning and Budget section (Criterion #08)

| Project Goal 1A: Strengthen the quality of Asian language course offerings (LCTLs) and increase student interest in learning Asian languages at UNC | | | | | | | | | |
|--|---|----------------------------|---------------------|-----------------------|--------------------------------|-----------|-----------|-----------|-----------|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
| | | | | | B L | T1 | T2 | T3 | T4 |
| A. At least 60% of the Asian language instructors in Arabic, Chinese, Hindi-Urdu, Japanese, Korean, and Persian complete advanced pedagogy training workshops such as OPI, WPT, RPT, LTP, or OPIc over the grant cycle | <ul style="list-style-type: none"> Develop a plan of action with the Chair of the Department of Asian Studies in consultation with language instructors to offer pedagogy training opportunities Coordinate with language instructors to identify appropriate pedagogy training/workshops Implement pedagogy training/workshops per the proposed timeline on the NRC application | | | | | | | | |
| B. At least 50% of Asian LCTL courses incorporate lessons from pedagogy training to improve curriculum over the grant cycle | <ul style="list-style-type: none"> Provide curriculum/course development grants to language instructors who have undergone advanced pedagogy training Pilot revised curriculum in new course offerings Create instruments to obtain feedback from students Take survey of students | | | | | | | | |
| C. Institutionalize a new Chinese course offering at the School of Medicine by the end of the grant cycle | <ul style="list-style-type: none"> Recruit a qualified Chinese instructor that can teach Chinese to medical students Pilot the "Medical Chinese" in Y1 Promote the program on the School of Medicine's websites and program brochures and disseminate the information to students Offer two "Medical Chinese" courses per year | | | | | | | | |

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| <p>D. Increase students' demand for a Southeast Asian language course demonstrated through increase in enrollment for Southeast Asian language workshops and courses</p> | <ul style="list-style-type: none"> • Coordinate with faculty/director of Carolina Southeast Asia Summer Program and UNC Semester in Southeast Asia in Thailand to develop pre-departure 3-5 day workshops • Recruit instructors for the 3-5 day workshops in Spring • Conduct Malay/Indonesian, Thai and/or Vietnamese workshops before the students depart for Southeast Asia study abroad opportunities • Conduct assessment of students' demand for Southeast Asian language • Promote the course offering to students through advertising on the CAC website, listserv and notice boards • Pilot a Southeast Asian language course in Y3 and Y4 depending on the demand for a Southeast Asian language | | | | | | | |
| <p>E. Add at least 1 new Language Across the Curriculum (LAC) course in Asian languages and continue offering other Asian LAC offerings over the grant cycle</p> | <ul style="list-style-type: none"> • Coordinate with LAC Administrator to plan offering LAC courses • Conduct training for faculty and graduate students to teach LAC courses • Offer Arabic LAC beginning Y1 • Develop a new LAC course in Chinese in Y1 and LAC in Hindi-Urdu in Y2 • Promote the courses on UNC's websites, brochures, listservs and notice boards • Pilot LAC in Chinese in Y2 and if successful, offer in consecutive years • Pilot LAC in Hindi-Urdu in Y2 and if successful, offer in consecutive years | | | | | | | |

Project Goal 1B: Strengthen UNC's Asian area studies through infusing Asia content in courses, improving library resources, providing UNC-system scholars with access to the library, and promoting and sustaining dialogue on Asian studies at the local and regional levels

| 2. Performance Measures | 3. Activities | 4. Data / Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
|--|---|----------------------|--------------|----------------|-------------------------|----|----|----|----|
| | | | | | B L | T1 | T2 | T3 | T4 |
| A. Increase and/or improve at least 20 courses with Asia content across the university over the grant cycle | <ul style="list-style-type: none"> • Work with the curriculum coordinators of the new MA programs in Global Studies and International Education to identify faculty who could infuse Asia content into their courses • Identify other faculty members with expertise in Asian studies at various schools on campus • Provide course/curriculum development grants to faculty to develop new courses or to improve extant courses with at least 25% Asia content: 7 in Y1, and 6 each in Y2, Y3, and Y4 • Document all the courses | | | | | | | | |
| B. Increase by at least 100 different materials that respond to the needs of UNC faculty, students, scholars and others over the grant cycle | <ul style="list-style-type: none"> • Solicit ideas from faculty, graduate students, and undergrads regarding their needs in Asian library materials • Generate a list of materials to be acquired • Acquire new materials on Asia including books, videos, periodicals, etc. • Travel to Asia to acquire materials that are not available in the US | | | | | | | | |
| C. Improve access to Asian materials at UNC library that promote scholarship at the local and regional level | <ul style="list-style-type: none"> • Develop "Asia Focus Library Guide" and disseminate the information through website, listserv and faculty members to students • Conduct information | | | | | | | | |

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| | <p>sessions on access to Asian materials at UNC library each year</p> <ul style="list-style-type: none"> • Provide scholars and faculty members working at under-resourced colleges and universities including MSIs and community colleges with access to the UNC library through the CAC Research Affiliate program • Jointly plan a conference/workshop with UNC Library, WSSU and CAC in Y1 and Y3 for the CAC Research Affiliates to discuss how the access to the library enabled them to conduct research and improve their courses and to solicit ideas for new materials for acquisition | | | | | | | | |
| D. Organize at least 10 events per year at the local and regional levels to promote and sustain scholarship and dialogue on Asian studies | <ul style="list-style-type: none"> • Coordinate with faculty working groups, student organizations, and regional Asian studies networks such as Triangle East Asia Consortium to jointly plan speaker series, symposia, workshops, and conferences • Promote events to diverse audience such as students, faculty, staff, businesses, local government officials, members of the military, and the general public through websites, social media, targeted marketing, notice boards, etc. • Send reminders of the events in a timely manner • Organize events as planned | | | | | | | | |
| E. Improve the participation of diverse stakeholders in the events by reaching a total audience of at least 10,000 over the grant | <ul style="list-style-type: none"> • Conduct targeted recruitment by first identifying the key constituents for the events and then developing directed messages to encourage their participations • Work with the Program Coordinator of the | | | | | | | | |

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| cycle | undergraduate distinction and Global Events Coordinator at UNC to include the events on the official UNC calendar <ul style="list-style-type: none"> Ask Asian studies faculty to encourage student participation in events with class-based incentives such as extra credit | | | | | | | |
|-------|---|--|--|--|--|--|--|--|

| Project Goal 2A: Collaboratively internationalize MSI Curriculum and Programs by Increasing and Improving Asian Language and Area Studies Courses | | | | | | | | | |
|---|---|----------------------|--------------|----------------|-------------------------|----|----|-----|----|
| 2. Performance Measures | 3. Activities | 4. Data / Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
| | | | | | B L | T1 | T2 | T 3 | T4 |
| A. Develop a new Chinese language program at WSSU by the end of the grant cycle | <ul style="list-style-type: none"> Work with the Director of International Programs at WSSU to hire a senior Chinese language instructor in Y1 Provide professional and pedagogy training opportunities to the faculty to obtain OPI or other needed certification Arrange meetings between the new Chinese language faculty member at WSSU with the Chinese language faculty at UNC to share best practices and encourage collaboration Provide opportunity for a summer FLAS to a WSSU student to study Chinese Provide the new faculty member with access to UNC library resources through the CAC research affiliate program | | | | | | | | |

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| B. Increase or improve at least four courses with Asian content at WSSU by the end of the grant cycle | <ul style="list-style-type: none"> • Work with the Director of International Programs at WSSU to identify faculty members that can increase or improve Asia content courses • Provide professional development and curriculum/course development grants to WSSU faculty members to infuse Asia content • Provide access to UNC library resources through the CAC research affiliate program (start the program in Y1) | | | | | | | | |
| C. Increase by 10 % the number of faculty and students that engage in Asia-related events and activities at WSSU | <ul style="list-style-type: none"> • Jointly identify speakers for Asia-related events • Organize seminars and Asian events at WSSU • Make Asia-related events at UNC available for WSSU participation • Promote UNC events at WSSU • Provide local travel grants to encourage WSSU faculty and students to travel to UNC to attend Asia related events | | | | | | | | |
| D. Develop institutional leadership of both WSSU and UNC/CAC by co-organizing a regional seminar on Asian studies in Y3 | <ul style="list-style-type: none"> • Plan in beginning of Y2 for a regional Asian studies seminar to be held in Y3 • Identify speakers, sort out logistics and other details for the regional seminar • Develop a dedicated website for the seminar with program details including bios of speakers, venue, and other details • Advertise beginning mid-Y2 the seminar to be held in Y3 at different campuses through disseminating the information through various faculty, staff and student channels as well as through listservs, social media, • Conduct a regional seminar in Y3 | | | | | | | | |

Project Goal 2B: Internationalize the curriculum and increase faculty and student involvement in global issues, activities, and dialogue through the implementation of the NC Global Distinction program in at least 6 community colleges over the grant cycle

| 2. Performance Measures | 3. Activities | 4. Data/Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
|--|---|--------------------|--------------|----------------|-------------------------|----|----|----|----|
| | | | | | BL | T1 | T2 | T3 | T4 |
| A. Increase by 50% the number of community colleges that participate in the NC Global distinction program over the grant cycle | <u>Part A</u> <ul style="list-style-type: none"> Recruit new colleges for the NC Global Distinction initiative Help community colleges gain approval from college administrations to join the initiative Convince faculty at the participating colleges to take part in the initiative | | | | | | | | |
| B. Increase by 5 additional community colleges that fully incorporate the NC Global Distinction program ¹ | <u>Part B.</u> <ul style="list-style-type: none"> Develop a joint strategic plan of action with defined timeline, roles, and responsibilities to internationalize the curriculum at the participating community colleges Provide professional development for faculty at participating colleges Create curriculum development teams at each participating community college Provide funding, technical support and university research visits for community college curriculum teams to create globally intensive courses Support international activities | | | | | | | | |

- ¹ NC Global Distinction Program includes the following:
 - ✓ students complete at least 15 credit hours of globally intensive courses,
 - ✓ students participate in 8 international activities and dialogue
 - ✓ students gain global experience (30 hours of participation in either study abroad or a domestic intercultural experience)
 - ✓ students give a capstone presentation related to their global learning participation
 - ✓ students completing this program have “Graduated with Global Distinction” on their transcript

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| | and dialogue at community colleges through speakers, films, webinars, webcasts and other activities that educate and inspire faculty and students about key issues in the focus areas of participating NRCs | | | | | | | | |
| C. Increase by 200% the number of students enrolled in the NC distinction program over the grant cycle | <u>Part C</u> <ul style="list-style-type: none"> Promote the program on the community colleges' websites and program brochures and disseminate the information to students Enroll students in the NC Global Distinction program | | | | | | | | |

| Project Goal 3. Incorporate Asia into UNC's School of Education's Curriculum, Activities, and K-12 Outreach Program | | | | | | | | | |
|---|--|--------------------|--------------|----------------|-------------------------|-----|----|-----|----|
| 2. Performance Measures | 3. Activities | 4. Data/Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
| | | | | | B L | T 1 | T2 | T 3 | T4 |
| A. Increase by or improve at least 100 % the number of courses with Asia content at the School of Education over the grant cycle | <ul style="list-style-type: none"> Provide curriculum/course development grants to the SoE faculty members, particularly the faculty of the new MA in International Education to add or revise courses to include Asia content/dimension | | | | | | | | |
| B. Conduct at least 14 workshops or presentations that help the school strengthen its institutional capacity to offer global content programs | <ul style="list-style-type: none"> Organize (with the other area studies centers) a speaker series at the SoE Publicize the events to the SoE faculty and students through posting on their notice boards, emailing and social media and Work with the SoE's dean's office to promote the events Work with faculty in the MA in International Education to | | | | | | | | |

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| including Asia | encourage student participation in events with class-based incentives such as extra credit | | | | | | | | |
| C. Increase by 15% the number of course materials including lesson plans updated or newly created over the grant cycle and make them accessible to K-12 educators | <ul style="list-style-type: none"> • Work with Learn NC (SoE's curricular repository and outreach unit) to create a list of lesson plans already developed on Asia • Identify those lesson plans that require to be updated and topics for new lessons • Update the lesson plans or create new lesson plans • Make the lesson plans accessible online and or through CDs | | | | | | | | |
| D. Increase by at least 10 the number of educators that adopt innovative technological tools in teaching Asian studies by the end of the grant cycle | <ul style="list-style-type: none"> • Work with Learn NC to strategically plan a workshop at local level in Y1, regional workshop in Y2 and national workshop in Y3 • Develop materials for the workshop, secure venue and promote the workshops at UNC in Y1, regional level in Y2 and national level in Y3 • Provide fellowships to educators from under-resourced schools for the regional and national workshops to encourage participation of diverse groups • Obtain feedback on the workshops from participants after each workshop for further improving the workshop delivery • Incorporate feedback of participants in the design of workshops • Conduct a survey after six months to document how the lessons and tools from the workshops are incorporated in their teaching methods | | | | | | | | |

Project Goal 4: Further Develop the Capacity of Educators to Infuse Asia Content into their Teaching through Outreach to K-12 Schools and Community Colleges

| 2. Performance Measures | 3. Activities | 4. Data / Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
|---|--|----------------------|--------------|----------------|-------------------------|----|----|----|----|
| | | | | | B L | T1 | T2 | T3 | T4 |
| A. Recruit at least 600 participants (K-14 educators) to attend symposia and seminars annually | <ul style="list-style-type: none"> Coordinate with World View to plan and develop symposia and workshops with Asia content materials Assist World View to advertise Asia related symposia and workshops to educators Conduct symposia and workshops annually Organize study trips to Asia for K-12 educators in year 4 of the grant cycle, | | | | | | | | |
| B. Increase by 60% the number of Asian culture-kit materials loaned to K-14 instructors to teach courses on Asia over the grant cycle | <ul style="list-style-type: none"> Work with Carolina Navigators to collect and review culture kit materials on Asia Work with Carolina Navigators to develop new culture-kits for high-demand Asian countries Review and vet the culture kits that are developed by service learning students Develop information materials on available culture kits Disseminate information through the CAC's & Carolina Navigators' websites, brochures and word of mouth | | | | | | | | |
| C. Increase by 15% the number of course materials including lesson plans updated or newly created over the grant cycle and make them accessible to K-12 educators | <ul style="list-style-type: none"> Work with Learn NC to create a list of lesson plans already developed on Asia Identify those lesson plans that need to be updated and topics for new lessons Update the lesson plans or create new lesson plans Make the lesson plans accessible online and or through CDs | | | | | | | | |

Project Goal 5: Equip Media, Business, Government Officials, and the General Public with Improved Knowledge of Asia

| 2. Performance Measures | 3. Activities | 4. Data/Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
|---|---|--------------------|--------------|----------------|-------------------------|----|----|----|----|
| | | | | | BL | T1 | T2 | T3 | T4 |
| A. Increase the media coverage of events and issues on Asia | <ul style="list-style-type: none"> • Work with UNC Global media team to list Asia events on the university's editorial calendar • Identify contact persons at various media outlets including student run university newspaper, the local NPR affiliate, etc. • Inform the media of all events • Write news releases for newspapers, CAC bulletins, and websites | | | | | | | | |
| B. Incorporate Asian cultural competency materials in the Global Business Savvy course for business leaders | <ul style="list-style-type: none"> • Work with UNC CIBER to find qualified instructors to develop Asian cultural competency materials • Develop materials on Asian culture • Revise the Global Business Savvy course to incorporate the Asian cultural competency materials • Offer the course at business school • Enroll students in the class • Obtain feedback from students and improve materials for the next year (Offered Y1 to Y4) | | | | | | | | |
| C. Increase the participation of the general public in Asia related events | <ul style="list-style-type: none"> • Form partnerships with outlets that have a strong network with media, business, government officials and the general public to disseminate information on events being organized at UNC • Promote events through social media • Identify interest of diverse audiences to organize events • Conduct targeted campaigns to encourage participation • Solicit feedback to improve | | | | | | | | |

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| | messaging and organization of events <ul style="list-style-type: none"> • Incorporate suggestions in event planning | | | | | | | | |
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Project Goal 6: Increase the number of *historically underrepresented students who have access to and participate in global opportunities by addressing institutional, financial and cultural barriers to engagement over the four-year grant period

| 2. Performance Measures | 3. Activities | 4. Data/Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
|--|---|--------------------|--------------|----------------|-------------------------|----|----|----|----|
| | | | | | B L | T1 | T2 | T3 | T4 |
| A. Increase by 10% the number of underrepresented students who <i>apply</i> for UNC NRC global funding opportunities including FLAS Fellowships, international internship awards, global service learning and research over the grant cycle | <ul style="list-style-type: none"> • Conduct info sessions on global funding opportunities to first year and transfer students at New Student and Parent Orientation sessions • Conduct grant writing workshops targeting underrepresented students • Develop social media messaging targeting underrepresented groups | | | | | | | | |
| B. Increase by 10% the number of underrepresented students <i>participating</i> in education abroad opportunities such as International Internships, International Research and Global Service Learning over the grant cycle | <ul style="list-style-type: none"> • Conduct info sessions on global opportunities to first year and transfer students at New Student and Parent Orientation sessions • Provide passports to incoming and transfer students from underrepresented groups | | | | | | | | |
| C. Increase by 10% the number of underrepresented students <i>participating</i> in UNC NRC campus | <ul style="list-style-type: none"> • Develop strategic marketing materials such as videos, brochures, and one sheets geared toward underrepresented groups • Conduct outreach and | | | | | | | | |

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| events such as seminars, film series, workshops, and info sessions | market events to the Office of Diversity and Multicultural Affairs, the Stone Center, Carolina First, Covenant Scholars, and other relevant groups that work primarily with underrepresented students | | | | | | | | |
| D. Recruit 25% underrepresented students who <i>receive</i> the Undergraduate Distinction in Global Engagement over the grant cycle | <ul style="list-style-type: none"> • Infuse more accessible global opportunities into the Undergraduate Distinction in Global Engagement • Provide information sessions to departments that serve underrepresented students • Conduct professional development and resource sharing on global opportunities to the Carolina Advising Core and Faculty Council | | | | | | | | |
| E. Increase by 10% the number of underrepresented students who <i>participate</i> in upper level foreign language courses (including Asian languages) | <ul style="list-style-type: none"> • Develop strategic marketing materials such as videos, brochures, one sheets geared toward underrepresented groups • Conduct outreach and market events to the Office of Diversity and Multicultural Affairs, the Stone Center, Carolina First, Covenant Scholars, and other relevant groups that work primarily with underrepresented students | | | | | | | | |
| <p>*UNC NRC's have identified underrepresented groups through institutional data and individual Center data collection activities. Activities to increase access are geared toward students from a wide range of academic disciplines, age, educational or family backgrounds, gender identity, racial or ethnic identity, sexual orientation, or socio-economic status. School of Education students are specifically included in underrepresented students because of both their typical socio-economic background and the restrictions on their degree program.</p> | | | | | | | | | |

APPENDIX 5: LETTERS OF SUPPORT



227 Hill Hall, 601 S. Martin Luther King Jr. Dr., Winston-Salem, NC 27110
Phone (336) 750-2306 • Fax (336) 750-2189 • sekhoj@wssu.edu

Office of
International Programs

June 12, 2014

Dear Reviewers,

It is my pleasure to write this letter in support of proposed collaborative internationalization projects between UNC-CH and Winston Salem State University (WSSU) as part the application of several Area Studies Centers at the University of North Carolina at Chapel Hill (UNC) for Title VI grants from the U.S. Department of Education. This partnership will allow us to build on a number of successful recent initiatives at my university that have included Brazil, India, China, Malaysia, Kenya/Tanzania, and Ghana/Benin supported by grants including those from FIPSE and from NEH.

As the Chief International Officer at WSSU, I lead the integration of international programs in academic areas, promote faculty scholarship to internationalize the curriculum, and develop and oversee study abroad and exchange programs. Collaboration with UNC-CH will enhance the cross-cultural and global competence of our students, who are predominantly African-American, and will promote the WSSU strategic goal of "expanding opportunities to integrate global issues throughout the curriculum." Internationalizing the curriculum and faculty development to prepare students for effective global citizenship are the primary objectives in the WSSU Strategic Plan for Internationalization 2012-2016.

The proposed Title VI activities include research funds for WSSU faculty, conference travel, shared speaker series, course development grants, possible FLAS fellowships for WSSU students, and funding for linkage travel for our institution. These proposed activities are based on dialogue with WSSU faculty and international staff across our campus, including the International Programs Committee and our School of Business and Economics, as components to enhancing our capacity in area studies and language instruction for Latin America, Africa and Asia. This collaboration is well-designed to result in measurable and long-lasting changes at our institution, and WSSU faculty and staff look forward to cross-sharing of scholarly knowledge, expertise, networks, and linkages with institutions abroad with colleagues at UNC.

These projects are designed to build capacity for future sustained collaboration between our two institutions, and we welcome the development of long-lasting relationships with UNC's African Studies Center, Carolina Asia Center, Center for Global Initiatives, UNC Center for International Business Education and Research (CIBER), and Center for Latin American and Caribbean Studies at the University of North Carolina and Duke University.

Sincerely,

A handwritten signature in black ink, appearing to read "Joti Sekhon", written in a cursive style.

Joti Sekhon, PhD
Director of International Programs
Professor of Sociology

Winston-Salem State University is a Constituent Institution of the University of North Carolina
An Equal Opportunity Employer



THE UNIVERSITY
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OFFICE OF THE DEAN

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June 19, 2014

To: Carolina Asia Center

From: Bill McDiarmid *Bmcd*
Dean and Alumni Distinguished Professor of Education

The School of Education feels very fortunate to be included in the project that you are proposing. As you know, the School has made internationalizing our curriculum, research, programs, faculty, and students a priority. The activities you are planning will support our efforts to ensure that the educators we are preparing recognize the critical importance of bringing a global perspective to their work with students.

The proposal to create a workshop series aligned with the Department of Education's 2012-16 International Strategy and designed to expand our faculty's and students' knowledge of area studies and global studies is consistent with our mission and will advance our internationalization goals. In addition, through LEARN NC – our digital outreach platform to educators across the state and beyond – we will be able to disseminate these collaboratively developed workshops broadly.

The proposal to make resources available to School of Education faculty to integrate area studies and other global content into their courses is also an excellent idea. I am certain that a number of our faculty in educator preparation programs will take advantage of such an incentive. The curricula that they develop can, again, be widely disseminated through LEARN NC. In addition, these same faculty can use the materials and lesson plans they develop in their professional development work with practicing teachers.

As you know, several of our graduate students have been involved in creating a set of criteria for globally competent educators. These students and others will be ideal candidates to organize and orchestrate a “Global Competencies Week” in the School to promote and support the infusion of area studies and world language information into all the educator programs that the School offers. They will be able to draw on the curricular work of faculty who use the resources provided through the grant to introduce global content and perspectives into their courses.

Also of great interest to the School are the proposed orientation sessions for our students to learn more about the resources available through FLAS as well as other internationally-focused activities from the NRCs such as the passport drive, study abroad opportunities, and the Peace Corps. Opportunities to learn more about these international activities will open up new possibilities for our students to expand their international experience, understanding and global awareness.

Because our evaluation unit – EvAP – is the external evaluator for the Title VI projects, we also see the value in having EvAP evaluate this work as well. The organizational independence of EvAP from the Centers ensures that there will be no conflict of interest.

We are very excited about the potential of the proposed work to greatly enhance our internationalization efforts. I have felt for some time that we in the School do not take advantage of the expertise and excellent work that characterize our area studies centers. This project would enable us to access this expertise and knowledge to better prepare and support educators who have genuinely global perspectives that will manifest in the work they do with their students.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

**WORLD VIEW:
AN INTERNATIONAL PROGRAM FOR EDUCATORS**

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June 10, 2014

Dear UNC Area and Global Studies Directors:

In my capacity as Associate Director of World View, I am responsible for enhancing the international expertise and engagement of faculty and students in North Carolina's Community College System, and I meet regularly with the presidents and faculty of most of the 58 campuses in the system. Since 2010 World View has worked with the Area and Global Studies Centers at the University of North Carolina at Chapel Hill to develop greater global awareness and area studies content in activities and courses at 32 Community Colleges. In the past four years, UNC course development grants to CC faculty have generated international content in more than 80 CC courses where none existed previously. UNC Area Studies Librarians have worked closely with community college faculty on research visits arranged by World View, and more than 270 CC faculty members have participated in World View events, 71 of whom are from Tier 1 counties, the most economically disadvantaged in our state.

During the Title VI 2014-2017, World View is pleased to work with the Area and Global Studies Centers at the University of North Carolina at Chapel Hill to develop and organize innovative educational programs. The NC Global Distinction initiative, for example, will bring together expertise from UNC World View, NC Community Colleges, and the African Studies Center, Carolina Asia Center, Center for European Studies, Center for Global Initiatives, Center for Latin American and Caribbean Studies at the University of North Carolina and Duke University, Duke-UNC Consortium in Middle East Studies, and the Duke/University of North Carolina Center for Slavic, Eurasian, and East European Studies. This initiative will globalize the community college curriculum and increase faculty and student involvement in global issues, activities and dialogue. Through this initiative we will develop a state and national model of best practices for internationalizing the community college curriculum and university-community college global education collaboration.

We look forward to our collaborations,

Neil Bolick, Associate Director
World View

**APPENDIX 6: FEDERAL FORMS: ASSURANCES,
CERTIFICATIONS, FORMS**

Carolina Asia Center UNC-CH

National Resource Center (NRC) Program Foreign Language and Area Studies (FLAS) Program

Supplemental Information to Meet Statutory Requirements

Diverse Perspectives in Funded Activities:

The mission of the Carolina Asia Center is to positively transform the UNC community's and the residents of North Carolina's understanding of and relationship with Asia, and to equip students and others with the knowledge of Asia to assume global leadership roles. All CAC activities, including those proposed here for funding are, to the greatest extent possible, open to the public and designed to generate debate on Asia and related global issues. The CAC plans programs and events to generate discussion between a diverse range of stakeholders from all sectors of our university, other institutions in our region, the state government, and the general public. These values inform our support of scholarship, curricular development, teacher training, cultural competency, outreach to local, regional, and national audiences, and partnership with organizations in North Carolina and in Asia. All participants in CAC activities are encouraged to express diverse perspectives and a wide range of views.

Areas of National Need:

Our proposal to establish a Comprehensive Center for Asian Studies concerns a world region (Asia) identified as a national need by multiple federal agencies and the Department of Education. All of the languages offered by the CAC meet areas of national need (Arabic, Chinese, Hindi-Urdu, Japanese, Korean, and Persian).

Our proposed activities will encourage government service and careers in education, business, and non-profit sectors. In collaboration with other UNC-CH NRCs and professional schools, every year all FLAS fellows will engage in an orientation to careers in government service. Furthermore, the CAC will partner with the Department of Asian Studies and the University Career Services Center to offer an annual Asian job fair, which will emphasize the range of employment opportunities related to government, education, business, and non-profits. These activities will augment already established and institutionally supported annual career programs and social networking sites which are designed to promote international government service, non-profit careers, and international opportunities such as Peace Corps.

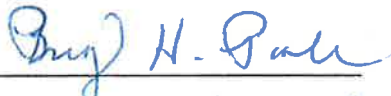
Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Carolina Asia Center UNC-CH

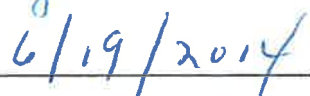
Name of Authorized Representative:  Barbara Entwisle

Title: Vice Chancellor of Research

Signature:



Date:



Narrative Addressing GEPA Section 427

UNC and the Carolina Asia Center are committed to offering equitable access to all university programs. The Center will continue to work with the UNC-CH Equal Opportunity/ADA Office to recruit high-quality applications from members of underrepresented groups and ensure access to activities for students with mobility-impairment, hearing-impairment, and other special needs. We will continue to work with the graduate schools to recruit high-quality applications for graduate study from members of underrepresented groups. We will continue to work with minority student groups to co-sponsor events and coordinate outreach activities.

In addition, the Carolina Asia Center is developing new initiatives to improve access to Asia teacher-training programs among instructors at Historically Black Colleges and community colleges directly through our partnership with Winston Salem State University and through World View which has signed partnership agreements with six Title III-eligible community colleges; and to improve access to the Asian-language and area studies extracurricular activities on UNC campus, at local and regional levels.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2018

| | |
|--|-------------------------------------|
| Africa | <input type="checkbox"/> |
| Canada | <input type="checkbox"/> |
| East Asia | <input type="checkbox"/> |
| International | <input type="checkbox"/> |
| Latin America & Caribbean | <input type="checkbox"/> |
| Middle East | <input type="checkbox"/> |
| Pacific Islands | <input type="checkbox"/> |
| Russia/East Europe / Eurasia | <input type="checkbox"/> |
| South Asia | <input type="checkbox"/> |
| Southeast Asia | <input type="checkbox"/> |
| Western Europe / Europe | <input type="checkbox"/> |
| Other (specify) <u>Pan Asia</u> | <input checked="" type="checkbox"/> |

APPLICATION TYPE

| | |
|-----------------------------------|-------------------------------------|
| Comprehensive NRC and FLAS | <input checked="" type="checkbox"/> |
| Undergraduate NRC and FLAS | <input type="checkbox"/> |
| Comprehensive NRC only | <input type="checkbox"/> |
| Undergraduate NRC only | <input type="checkbox"/> |
| FLAS only | <input type="checkbox"/> |

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2018

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle, by submitting the justification, course description, and the instructor’s CV.

[illegible]

Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

*** 3. Date Received:**

N/A

4. Applicant Identifier:

N/A

5a. Federal Entity Identifier:

N/A

5b. Federal Award Identifier:

N/A

State Use Only:

6. Date Received by State:

N/A

7. State Application Identifier:

N/A

8. APPLICANT INFORMATION:

*** a. Legal Name:**

The University of North Carolina at Chapel Hill

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

56-6001393

*** c. Organizational DUNS:**

608195277

d. Address:

*** Street1:**

104 Airport Dr, Suite 2200, CB 1350

Street2:

*** City:**

Chapel Hill

County/Parish:

Orange

*** State:**

NC

Province:

*** Country:**

USA: UNITED STATES

*** Zip / Postal Code:**

27599-1350

e. Organizational Unit:

Department Name:

Carolina Asia Center

Division Name:

Arts & Sciences

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

*** First Name:**

Morgan

Middle Name:

*** Last Name:**

Pitelka

Suffix:

Title:

Organizational Affiliation:

The University of North Carolina at Chapel Hill

*** Telephone Number:**

919-843-0130

Fax Number:

919-843-2102

*** Email:**

mpitelka@unc.edu

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H. Public/State Controlled Institute of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A & 84.015B

CFDA Title:

National Resource Centers and Foreign Language and Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

053014-001 and 053014-002

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs.

13. Competition Identification Number:

84.015A and 84.015B

Title:

NRC and FLAS

14. Areas Affected by Project (Cities, Counties, States, etc.):

N/A

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Carolina Asia Center Proposal for a Comprehensive National Resource Centers and Foreign Language and Area Studies Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

NC-004

* b. Program/Project

NC-004

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

08/15/14

* b. End Date:

08/14/18

18. Estimated Funding (\$):

* a. Federal

\$ 525,601

* b. Applicant

0

* c. State

0

* d. Local

0

* e. Other

0

* f. Program Income

0

* g. TOTAL

\$ 525,601

19. Is Application Subject to Review By State Under Executive Order 12372 Process?☐ a. This application was made available to the State under the Executive Order 12372 Process for review on☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.**20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Barbara

Middle Name:

* Last Name:

Entwisle

Suffix:

* Title:

Vice Chancellor for Research

* Telephone Number:

919-966-3411/12

Fax Number:

919-966-3352/5011

* Email:

resadminosr@unc.edu

* Signature of Authorized Representative:

* Date Signed:

6/19/2014

Barbara Entwisle
Vice Chancellor for Research

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

| | | | | |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| | Morgan | | Pitelka | |

Address:

| | |
|-----------|-------------------------------------|
| Street1: | 3025 Fed Ex Global Education Center |
| Street2: | 301 Pittsboro St, CB 7582 |
| City: | Chapel Hill |
| County: | Orange |
| State: | NC |
| Zip Code: | 27599-7582 |
| Country: | USA: UNITED STATES |

Phone Number (give area code)

Fax Number (give area code)

919-843-0130

919-843-2102

Email Address:

mpitelka@unc.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

| |
|--|
| |
|--|

☐ No Provide Assurance #, if available:

| |
|--|
| |
|--|

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| |
|--|
| |
|--|

Add Attachment

Delete Attachment

View Attachment

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

| | |
|--|---------------------------------------|
| SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  | TITLE Vice Chancellor for Research |
| APPLICANT ORGANIZATION The University of North Carolina at Chapel Hill | DATE SUBMITTED 6/9/2014 |

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The University of North Carolina at Chapel Hill

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:  * DATE:

Barbara Entwisle
Vice Chancellor for Research

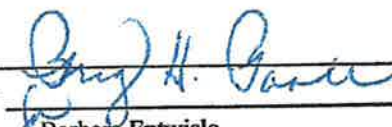
DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB

0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

(See reverse for public burden disclosure.)

| | | | | | |
|--|--|---|--|--|--|
| 1. Type of Federal Action: <input checked="checked" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | | 2. Status of Federal Action: <input checked="checked" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | | 3. Report Type: <input checked="checked" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____ | |
| 4. Name and Address of Reporting Entity: <input checked="checked" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: The University of North Carolina at Chapel Hill 104 Airport Dr., Suite 2200, CB 1350 Chapel Hill, NC 27599-1350 Congressional District, if known: 4th | | | 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known: | | |
| 6. Federal Department/Agency: US Department of Education | | | 7. Federal Program Name/Description: NRC/FLAS program CFDA Number, if applicable: 84.015A & B | | |
| 8. Federal Action Number, if known: | | | 9. Award Amount, if known: \$ | | |
| 10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): Beau Mills Director, Federal Affairs The University of North Carolina at Chapel Hill 300 Bynum Hall, CB 7006 Chapel Hill, NC 27599-7006 | | | b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Hyland, Jim, 1101 Pennsylvania Ave Suite 600, Wash DC 20004 | | |
| <small>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</small> | | | Signature:  Print Name: Barbara Entwisle Title: Vice Chancellor for Research Telephone No.: 919-966-3411 Date: 6/19/14 | | |
| Federal Use Only: | | | Authorized for Local Reproduction Standard Form LLL (Rev. 7-97) | | |



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C. 774(b));
 - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.


(Signature)

Dr. Barbara Entwisle

(Typed or Printed Name)

6/23/14
(Date)

Name or number of ED program under which this certification is being made: CFDA 84.015A/84.015B